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# JUNIOR COLLEGE JOURNAL

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OCTOBER 1931  
Vol. II No. 1



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# THE JUNIOR COLLEGE JOURNAL

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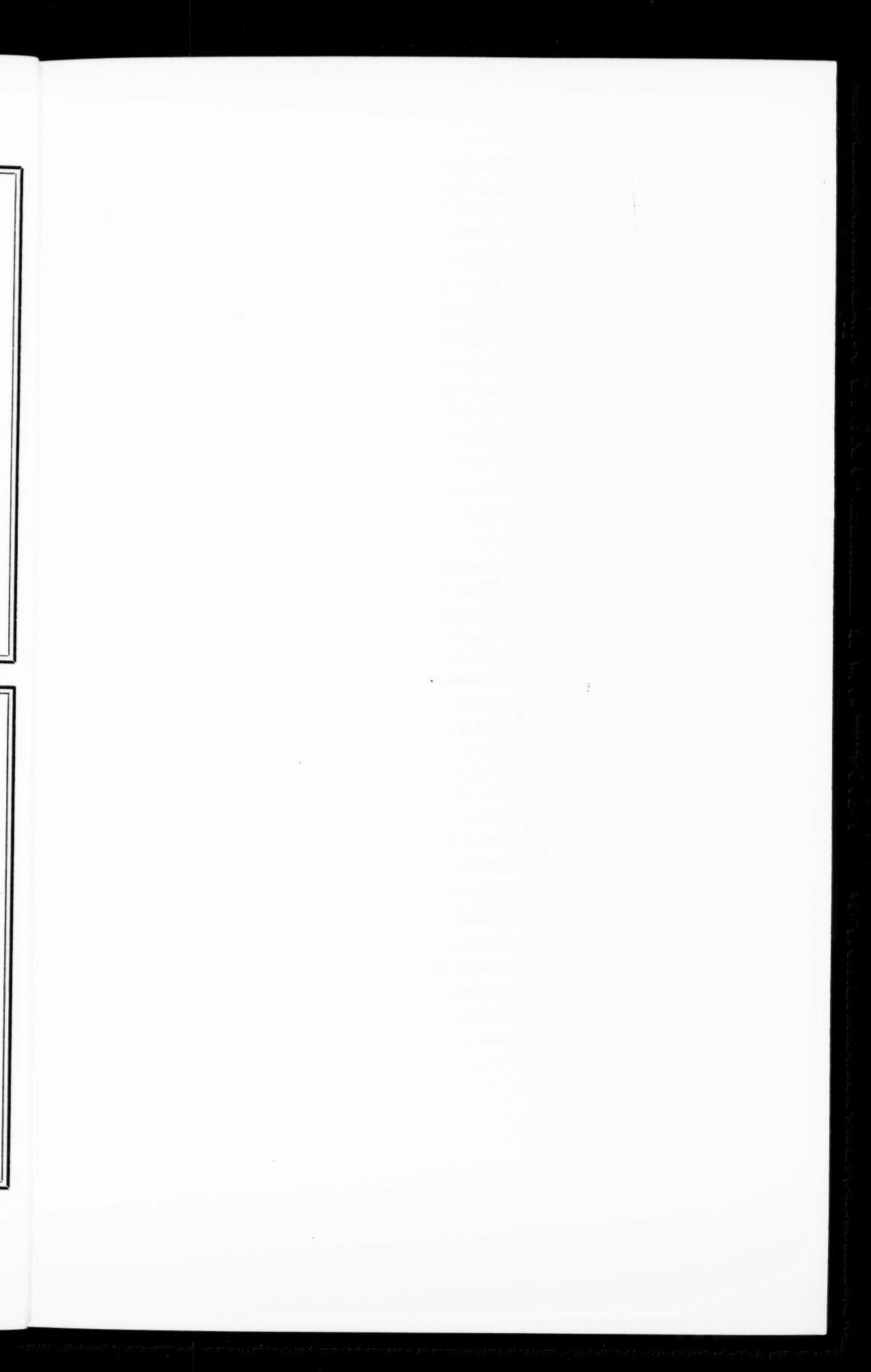
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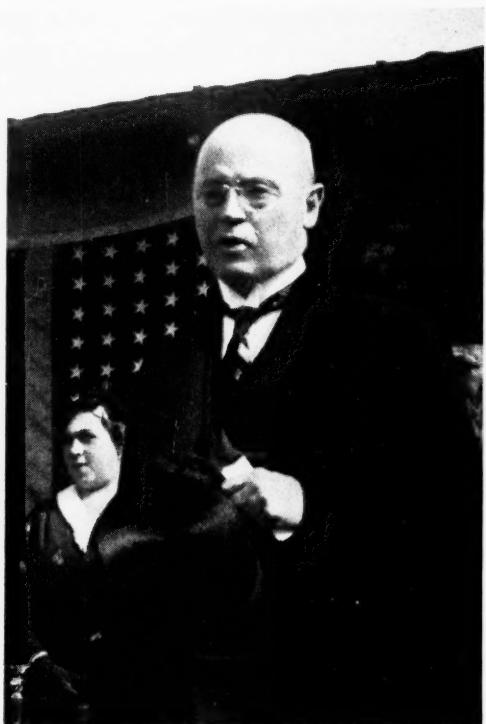
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DEDICATION OF SITE OF AMERICAN JUNIOR COLLEGE IN GREECE,  
MARCH 1, 1931 (See page 39)

A. Archbishop Chrysostom, of Greece, at the benediction of the new site. Mayor Mercuris, of Athens, at his right. B. Girls of the College showing site of foundations for the first building. C. White-haired President Zaimis of the Greek Republic stands with clasped hands and bared head while the local Orthodox priest performs the rites. D. The United States Minister to Greece, Robert T. Skinner, speaking for America. (Used by permission of the *Missionary Herald*, Boston, Mass.)



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# THE JUNIOR COLLEGE JOURNAL

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## The Junior College Instructor as Interpreter

[EDITORIAL]

The successful junior college instructor must of course possess adequate knowledge of subject-matter, skill in effective methods of teaching, vital interest in students as well as in subjects, contagious enthusiasm, and other traits of personality that make him (or her) a constant source of inspiration to all with whom he comes into daily contact. These characteristics, however, are not sufficient—nor unique. They are desirable for teachers at any level. The ideal junior college instructor needs something more. He needs also to be an interpreter of a new and significant movement in American education.

Time is required for a new educational force to be fully understood. The junior college is young. There are many parts of the country where it is almost unknown. Its best friends do not perhaps appreciate its ultimate possibilities. Even in communities where a local junior college has been established for several years, there are many people who have only partial and distorted concepts of what it really is trying to do. To too many it is merely "some more high school," or a "substitute for real college." They do not understand the new philosophy upon which it is based. Students themselves are likely to be too close

to the institution to appreciate the larger aspects of its underlying purpose.

The administrator, as a rule, understands the philosophy of the junior college and is trying to interpret it to the community and to the student body. The task, however, is too great for him alone. He needs assistance. He needs support.

It is feared that the average junior college instructor is so fully engaged with his own department of instruction that he does not always have time nor ambition to acquire a real comprehension of the more basic aspects of the vital movement of which he forms an integral part. How many junior college instructors appreciate that they are part of a movement which is attempting to popularize college education and at the same time, paradoxically enough, to restrict it? To provide college education of at least two years to thousands of high-school graduates who would otherwise be denied its advantages; and at the same time to dissuade other thousands from going on to the university to crowd into already overcrowded professions? To provide suitable courses of semi-professional grade to enable young men and young women to become happy, producing members of the complex

society which they soon must enter? Does the average junior college instructor have a real comprehension of the significance of the various functions which are characteristic of the junior college at its best—popularizing, preparatory, terminal, guidance, cultural, civic? Yet he should be thoroughly familiar with it in all of these aspects if he is to become professionally minded; if he is to be not only an instructor but an interpreter as well.

What are some of the ways in which he may become more professionally minded? Courses in junior college organization and administration are now offered in many American universities, especially during summer sessions. These can be taken, in many cases, and should be whenever possible. Many stimulating contacts and new points of view will often result. Books and articles dealing with the junior college are constantly appearing. The live junior college instructor should be constantly reading and studying to keep up with the progress of the movement. There are numerous state and local junior college organizations throughout the country. All too often, however, their meetings are attended largely by administrators. Local faculty meetings could well be utilized more than they are to give broader and deeper comprehension of the movement. Alternate faculty meetings could well be made professional meetings, rather than business meetings. Occasionally an outside authority on the junior college might be secured for such a meeting, but more frequently they could and should be devoted to faculty presentation and discussion of significant problems and questions as presented in va-

rious books and articles as they appear. Applications of general principles could often be made to local conditions.

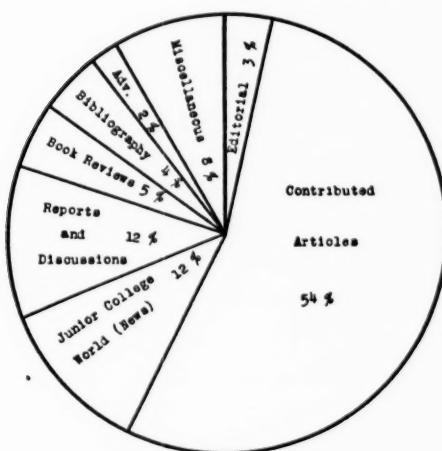
The literature dealing with the junior college is already extensive and is constantly increasing. The professionally minded instructor needs to be familiar with it if he is to be more than a mere teacher—important as is that phase of his work. He must be a college instructor—and more. He must have a realization of his place in a major educational movement. He must develop an intelligent pride in his part in a unique educational development. He must have the missionary spirit. Then and only then can he be a true interpreter of the best in the growing junior college movement. Then he can interpret the junior college to the community. He can interpret it to other institutions, the high school, and the university. He can interpret it to his students. He can interpret it to his fellow faculty members. He can interpret it to himself.

WALTER CROSBY ELLS

#### A LAST LOOK AT VOLUME I

The first volume of *The Junior College Journal*, a new venture in educational journalism, is completed. A brief look backward at some features of its contents may be both interesting and profitable as we enter upon the opening pages of Volume II.

The nine issues which comprise Volume I contain a total of 608 pages. The distribution of this matter, on a percentage basis, is shown in the figure on the next page.



The sixty contributed articles, which cover a wide range of subjects dealing with many phases of the junior college movement, averaged five pages in length. Only ten were longer than seven pages, and four of these were papers presented at the annual meeting of the American association of Junior Colleges. The sixty were written by authors representing nineteen states and one foreign country.

During the year, 322 items of news, discussions, and reports, varying in length from a few lines to several pages, have been printed. These reported junior college developments in thirty-six states and five foreign countries. Thirty-five book reviews have been published. Briefer bibliographical notes have been printed regarding 284 publications in the junior college field.

Gratitude is expressed to those in all parts of the country who have co-operated in furnishing material for the first volume. It is hoped that such co-operation will be continued and will be even more widely extended in the effort to make Volume II more fully repre-

sentative of all phases of the movement which has been characterized by Secretary Ray Lyman Wilbur as the "most wholesome and significant occurrence in American education in the present century." We also cherish the ambition that the *Journal*, as it enters upon its second year, may be a constructive factor in the further development of this promising movement along even more wholesome and significant lines.—W. G. E.

#### ACCREDITATION FOR CALIFORNIA

The California State Board of Education has adopted as criteria for accrediting colleges and universities outside the state as teacher-training institutions authorized to recommend candidates for general secondary and junior college credentials, the six following conditions: (1) accreditation by the Association of American Universities; (2) maintaining a definite organization for graduate study; (3) enrolling a minimum of fifty full-time graduate students; (4) granting annually not fewer than twenty Master's and Doctor's degrees; (5) offering from eight to twelve semester hours of work organized primarily for graduate students each semester in each of eight or more departments or schools offering work for the training of secondary teachers; (6) maintaining well-organized departments or schools of education which provide academic and professional training for the general secondary credential issued by the State Department of Education and which require the full-time service of four or more instructors.

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## The Pasadena Junior College Experiment\*

JOHN W. HARBESON

There are two points which the writer wishes to make unmistakably clear at the beginning:

First, the authorities in the Pasadena Junior College recognize the experimental nature of their work. We do not regard the four-year junior college as being the one, only, and conclusively demonstrated form of organization. We believe, only, that there is enough sound educational theory underlying the four-year junior college idea to justify an experiment, and in an honest search for truth and light we have launched whole-heartedly upon such an experiment, committed only to such educational

conclusions as the facts may warrant.<sup>1</sup>

Second, the staff of the Pasadena Junior College is not seeking converts. Nothing in this article should be construed as propaganda. In fact, if I may make a rather terse expression, solely to forestall the possibility of being misunderstood, permit me to say that not one of us would turn a hand to bring another junior college under the four-year type of organization. We have been criticized by some for not turning out more literature of a propaganda character. We believe, however, that if there is any merit in the four-year junior college idea, it needs not argument but demonstration. We have no quarrel with the two-year institution, or in fact with any other type of junior college organization. We regard it as a particularly happy circumstance that at this early stage in the history of the junior college so many forms of the institution are in operation, as all will, no doubt, throw light upon the ideal institution, which as yet no one can visualize but to which we all look forward with confidence.

The purpose of this article, therefore, will be to present as concisely as possible the main facts covering the organization and administration of the Pasadena Junior College, followed by a summary of the main characteristics of the institution and an outline of the educational philosophy upon which the four-year junior college is founded.

<sup>1</sup> About March 1, 1932, the administration staff of the Pasadena Junior College will publish a bulletin containing in greater detail the organization and administration of the institution. The main headings will be as follows: History of Pasadena Junior College, Administrative Organization, The Guidance Program, The Curricula, Extra-curricular Activities Program, Personnel Study of Student Body, Social Life, An Analysis of Costs.

The purpose of this bulletin will be a concise presentation of facts regarding the experiment. Anyone wishing a copy will be placed on the mailing list, on request.

### ADMINISTRATIVE ORGANIZATION

The Pasadena Junior College is the upper unit in a public school system, organized on what is popularly known as the 6-4-4 plan, in which there is an elementary school of six years, a junior high school of four years, embracing grades seven to ten inclusive, and a junior college of four years, extending from grades eleven to fourteen inclusive, and designated freshman, sophomore, junior, and senior, respectively. The junior college, covering the four years, is organized as a single institution, from the standpoint of both faculty and student body—with virtually no break at the end of the twelfth grade. The enrollment in the institution for the school year of 1930-31 was 3,400, of whom more than half were in the upper division.

The administrative staff consists of four deans: dean of men, dean of women, dean of guidance, and dean of records, all co-ordinate in standing and authority, and working under the general direction of the principal. This staff meets weekly for the consideration of problems arising in the administration of the college.

The policy-forming body of the college consists of what is known as the principal's council, consisting of the administrative staff, as outlined above, and the twelve department chairmen. This body meets bi-weekly. No policy is put into effect about the college which does not have the endorsement of this body—the group to whom the principal must look for the carrying out of school policies in the respective departments of the junior college.

The department chairmen, in turn, hold department meetings of their respective faculties, in which the policies are all made clear and the full co-operation of the entire faculty secured. Action is also taken in the departmental meetings regarding matters affecting the department exclusively.

The general monthly faculty meeting of the junior college is professional and inspirational in character, with little routine or business. Outstanding educators are secured as speakers.

### THE GUIDANCE PROGRAM

The guidance program is under a dean of guidance, assisted by six full-time counselors—three men and three women—serving on a twelve-month basis. Each counselor is relieved from teaching and is responsible for the guidance of from five hundred to six hundred students. The counselor stands *in loco parentis* with reference to his students. Besides advising them on his numerous personal and life problems, the counselor is held in large measure responsible for the academic success of the student in college.

At intervals of two weeks throughout the school year, there are placed on each counselor's desk the names of the students receiving marks of D, E, or F, and the subjects in which such marks were received. This information forms the basis of much of the counseling. In the improvement of the student's record the whole faculty of the institution is brought into co-operation, and often-times the parents as well. Each counselor has an office with telephone, and the cumulative rec-

ords of his or her students from the seventh grade up, bound in Brooks' visualizers.

The eleventh grade, or freshman year, is regarded as an adjustment year, bridging the gap between junior high school, or high-school, and college work. During this year the student is under very extensive surveillance and subject to many rules and regulations to which the other classes are not subject. For example, all freshmen must spend their free periods in study halls under supervised study. Upper-class students, including sophomores, are granted as much freedom as they show themselves capable of using wisely. However, when an upper-class student is reported as failing, he is placed in a study hall during free periods until his work has been brought up to passing. These study halls are organized by departments, each major academic department maintaining its own study hall, supervised by one of its own faculty. The failing upper-class student, therefore, receives supervision in the subject in which his failure has demonstrated a need.

The counselor is also held responsible for a check on absences. Each morning he finds on his desk a complete list of his students who have been reported absent on the preceding day. He is given the services of a clerk for a half hour during the day to communicate with the home, and the exact cause of the absence is discovered. This process often brings about conferences with parents and sometimes visits to the home. Students who "cut" classes are dealt with in summary fashion. The theory of the college is that a persistent cutter past the age of eighteen is better off in

some full-time job, and the placement department of the college is brought into service in securing such an opportunity. The general result of this policy is an unusually high percentage of average daily attendance.

The counselor also approves the student's study list each semester and aids the student in thinking through his vocational and avocational problems. There is also very complete co-operation between the counselors and the deans of men and women, who have charge of the social and extra-curricular program of the college. Freshman Week, the week preceding the opening of college, is under the direction of the dean of women, and accomplishes much in familiarizing the entering freshman class with the ideals and opportunities of the college. Orientation classes are maintained for entering freshmen and new students in the upper classes. These classes accomplish much in the way of group guidance, and are taught by the members of the administration staff, including the principal.

#### STUDENT SOCIAL LIFE

A rich social life is provided for the students through the agencies of classes, the school as a whole, and the restrictive clubs. The latter organizations are legal, non-secret, faculty-supervised clubs, organized avowedly for social purposes. These organizations are local in scope, do not maintain a house, nor go by a Greek-letter name. They have proved a great aid in maintaining high standards of social life and have almost completely displaced the illegal, secret, national secondary school fraternity. Inter-club

councils representing organizations of both men and women have taken the initiative in providing wholesome regulations governing the social life of the college. In order to obtain legal recognition in the college, a club must register with and be approved by a student-organizations committee composed entirely of faculty members. Clubs are open to all students of the institution above the freshman class.

#### STUDENT-ACTIVITIES PROGRAM

Student activities are maintained in the fields of athletics, forensics, dramatics, political and social life. The period from 10:00 to 10:40 every Wednesday is known as a club period and held open exclusively for student meetings or a social period for those not having club engagements. This period on Friday is reserved for a weekly school assembly. Attendance at both clubs and assembly is voluntary, but by action of the students themselves, no one is permitted to leave the campus during these periods.

In interscholastic competition the unity<sup>2</sup> of the college is somewhat interfered with by the necessity of adjusting our schedule to leagues not organized on the four-year basis. Grades eleven and twelve

<sup>2</sup> A second disintegrating influence is the maintenance of twelfth-grade graduation exercises. Commencement in Pasadena has become such a tradition, however, that it must be continued. Moreover, we always see to it that students completing the twelfth grade have met the requirements for high-school graduation and are given a Pasadena High School diploma, which guarantees easy transfer to the standard college or university for students who can qualify for college entrance, and who desire such transfer at the end of the twelfth grade.

enter teams in the high-school league of the vicinity, and grades thirteen and fourteen participate in the junior college league. Needless to say, this constitutes a disintegrating influence in our efforts to maintain the unity of our entire organization.

#### STUDENT-BODY GOVERNMENT

A single student-body government, organized solely through student initiative, is maintained, with jurisdiction over the entire four years of the institution. It consists of a president, cabinet, and a board of representatives consisting of the presidents of the respective classes. The president has thus far always been elected from the junior or senior classes. The student government has a faculty adviser, but has demonstrated an ability on its own initiative to manage its own student-body affairs, and has set up rules and regulations governing the student body which a faculty would hardly dare to attempt and certainly could not enforce.

#### TYPES OF CURRICULA

There are two general types of curricula organized as four-year units beginning in the eleventh grade. The first is the junior certificate curriculum, leading to junior standing in the university on graduation from the senior class. The second comprises a group of terminal curricula which are designed primarily for those who are planning on completing their formal education in the junior college. Chief among these terminal curricula are those in commerce and engineering. The terminal curricula have received increasing attention

from the faculty and have been greeted by the student body with ever awakening interest. A new engineering building was erected during the past summer with approximately fifty thousand dollars worth of new equipment. For the content of these curricula, the reader is referred to the college catalogue and its supplementary bulletin entitled "Technology Curricula of Pasadena Junior College."

Pasadena Junior College has abandoned her old plan of certificate and diploma classification of students. Instead, each course is safeguarded by a definite statement in the catalogue of prerequisites, both as to subject-matter and quality of previous work. Any student is, therefore, permitted to enroll in such courses as he may have demonstrated an ability to carry. This means virtually a classification of subjects rather than of students. A non-recommended student, for example, may qualify for certificate courses in one or more departments, even though ineligible for enrollment in certain others. Students, however, who have recommended status may enroll in any courses for which they have met the subject-matter prerequisites. This plan is demonstrating distinct superiority to the old blanket form of certificate and diploma classification, in which a non-recommended student must select his entire study list from non-recommended courses, regardless of his record in the particular field.

In all of our curricula, the fundamental purpose of the secondary school as a period of general education is kept in mind. Even the terminal curricula—extending over a four-year period—contain a good

50 per cent of courses of a generalizing or liberalizing character. If there is a chief function of the secondary school, it is to make first of all good citizens and develop appreciations of the worth-while values of life.

#### SOME OUTSTANDING CHARACTERISTICS

1. Pasadena Junior College is an upper secondary school embracing grades eleven to fourteen inclusive, with little provision for a break at the end of the twelfth grade.
2. It is a secondary school unit rather than a fractional part of the standard college or university.
3. Provision is made for the free intermingling of all four classes in the clubs, social life, political life, and in intramural athletics and forensics.
4. Its curricula are built on a four-year span, starting in the eleventh grade.
5. The eleventh grade is regarded as an adjustment year.
6. No curtailments are made upon the freedom of upper-class students, so long as they use it wisely.
7. Daily checks are made on absences, both with the student and the home.
8. Failing students of all upper classes are assigned to supervised study during all vacant periods. All freshman students are assigned to supervised study halls during vacant periods.

9. The entire faculty is subject to assignment in any grade. There are no separate high-school and junior college faculties.
10. All administrative officers have jurisdiction over the entire school.
11. Provision is made for the enrollment of upper-division and lower-division students in the same classes on the approval of the counselor.
12. Units earned in the lower division are expressed in the same terms, and subject to the same interpretation, as units earned in the upper division. One hundred and twenty-eight units are required for graduation, with physical education counting as one unit per semester. Thus, fifteen units plus physical education constitute a normal load in all classes.
13. Practically all freshman courses meet daily. Upper classes meet from two to five times per week, depending on the subject.
14. Upper-division students passing in less than two-thirds of their units are not permitted to register the following semester.
15. Summer school, evening, and continuation courses are maintained for all classes.
16. The enrollment of special students, auditors, and post-graduate students is discouraged and virtually prohibited.
17. There is no provision for the classification of students on the certificate and diploma basis.
18. Six full-time counselors under a dean of guidance provide the guidance program of the junior college.

**SOME BASIC PRINCIPLES**

1. The freshman and sophomore college years are a logical part of the secondary school system, rather than of the standard college or university.
2. Being secondary in character, these years should be closely articulated with the rest of the secondary system.
3. The most efficient and economical articulation is the union of these years with the eleventh and twelfth grades as a single four-year institution: (a) Practically all students in the eleventh grade and above are in the upper-adolescent period, thus giving a social and psychological homogeneity to the student body; (b) with a proper orientation and adjustment program in the eleventh grade, the upper classes (including the twelfth grade) can be held to a standard of accomplishment in no way inferior to that maintained in the traditional freshman and sophomore college years; (c) the junior college organized in accordance with the 6-4-4 plan requires one less school plant for the community than when it is organized as an isolated two-year institution on a separate campus (6-3-3-2 plan); (d) the junior college organized in accordance with the 6-4-4 plan results in a more integrated educational program and in a more unified and efficient administrative machinery than when it is organized as a separate two-year institution and housed in the high-school plant; (e) curricula worked

- out over a continuous four-year period, beginning with the eleventh grade, more readily facilitate the elimination of duplication and overlapping in subject matter than when these curricula are organized as two separate and distinct units; (f) terminal curricula in particular, when begun in the eleventh grade, result in an earlier and a more definite arrangement of subject-matter to meet the objectives sought, as well as a wiser selection of the liberal offerings, than can be possible when but two years are provided for the organization of these curricula; (g) a diploma granted at the conclusion of a four-year course carries greater weight and dignity than one granted at the conclusion of a two-year period; (h) school traditions and school spirit are more easily developed and maintained in a four-year institution than in a two-year institution in which the school opens every fall with a majority of students who have never been in the institution before; (i) a guidance program can be more easily organized and administered over a four-year period than over one of two years; (j) the four-year junior college gives, even in the smaller communities, a student body of adequate size for efficient student classification.
4. The junior college, as the top-most unit of the public school system, must be neither traditional high school nor traditional college, but must develop individuality and character of

its own, with methods and policies adapted to the ages with which it deals.

5. The four-year junior college is an institution of sufficient size and span to be a complete unit in itself. It is not a fractional part of a standard college transplanted from its native habitat into the local community.
6. The twelfth grade is not a logical stopping place, inasmuch as it falls two years short of the completion of the secondary span.
7. The assumption of the full responsibility of general or secondary education by the local community will give the university full and untrammeled freedom to concentrate on its proper sphere of specialization, research, and professional training.

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#### ADVANTAGES OF SEPARATION

At Chaffey Junior College last spring the principal, Dr. Merton E. Hill, secured expressions of opinion from the students regarding the advantages of separation from the high school, following the erection of the new junior college building. The predominating advantage in a separate two-year institution, in the opinion of the students, is the increase in "college atmosphere." Other suggestions were that there is more incentive to work, not such a wide range of ages, wider opportunities for student-faculty advisory relations, chance for freedom of expression, and the junior college bridges a gap between high school and university, facilitating the transition.

## New Junior College Law in Nebraska

CHARLES LINDSAY\*

The junior college movement in Nebraska received its initial impetus when in 1926 the Board of Education of McCook authorized the establishment of a junior college. The McCook Junior College opened its doors to students in the fall of the same year—the first public junior college to be established in the state. The avowed object of the addition of a new unit to the city school system was to

extend to the graduates in the territory adjacent to McCook the opportunity to complete the first two years of a college education under home influences and parental direction. . . . It will also make it possible for a much larger number of young people to complete the first two years of college education and should serve as an incentive to many young men and women to continue college work and complete extended professional courses.

This aim was evinced in both the curricular offerings and the administrative organization. The courses were all of college rather than of high-school level, and the additional two years were given a pronounced individuality by a provision for a separate administration and faculty, the latter being selected upon a basis of qualifications generally recognized as adequate for college instruction.

The Norfolk Board of Education

made similar provision for a junior college in 1928. In the case of both McCook and Norfolk, a referendum vote of the qualified electors of the district voiced a pronounced majority in favor of the movement. One or two other cities in Nebraska have offered college courses in connection with the high schools, but with less separation of organization and faculty.

### NEED OF LAW DISCUSSED

The McCook and Norfolk junior colleges have been operated since their establishment without legal authorization. There was from the beginning, however, a perceptible current of public opinion that urged legislative action. From certain sources, too, came strong opposition to such a measure; it was asserted that the state already supported adequate educational institutions in its university, teachers colleges, and agricultural schools, and that these state institutions were well supplemented by the considerable number of private denominational colleges which had for many years given satisfactory service to the people of the state. Why, argued these people, should Nebraska saddle itself with additional taxes, simply to bring higher learning nearer home? And would not any such proposal, if carried out, injure rather than benefit the state's educational system? Would not colleges already long established suffer from such a move?

\* Dean, Norfolk Junior College, Norfolk, Nebraska. Proof of this article could not be read by the author, owing to his unfortunate death by drowning in August.

It is not the purpose here to give the history of the struggle to secure state authorization for junior colleges in Nebraska, for as a matter of fact, the struggle was neither bitter nor intense. A bill introduced into the legislature in 1929, authorizing the establishment of junior colleges in school districts registering a favorable majority vote and fulfilling other requirements, failed of passage by a narrow margin. Any considerable antipathy to legalizing such institutions was overcome when the 1931 legislature with a decisive majority vote enacted a law authorizing the establishment of junior college districts, and providing for the organization and administration of public junior colleges. The bill became a law when it was approved and signed by the governor, March 26, 1931.

#### SCOPE OF THE LAW

The Nebraska law which provides "for the establishment of junior college districts, and the maintenance and support of junior colleges therein," exhibits the conservative tendencies that usually accompany legislative enactments where the matters dealt with have received more than passing consideration. It contains sixteen sections dealing with authorization, organization, control, curriculum, and finances, besides touching on such matters as accreditation, reports, matriculation, and graduation. There is provision also for suspension of the junior college. The Nebraska law which embraces such a variety of detail might be viewed at first sight as limiting or restraining local administration with detrimental severity; as a matter of fact

even the seemingly detailed provisions are largely outline sketches which leave ample scope for local authorities.

#### ORGANIZATION

Junior colleges may be organized under this law in school districts having a total average attendance of two hundred or more pupils in the high school or high schools, and having an assessed valuation of not less than five million dollars as shown by the equalized assessment roll. In more than one provision it is plain that the Nebraska legislature did not ignore the experiences of states that had already legislated on the subject. The legal procedure necessary for organization, for example, follows in broad outline the California law. It involves, as the first step, the circulation of a petition asking for the "formation of a junior college district." This must be signed by five hundred or more qualified electors. The petition, with a separate one signed by a majority of the local Board of Education, is presented to the County Superintendent of Schools, who, after verifying the signatures, transmits both documents to the State Superintendent of Public Instruction for his approval. The law gives the State Superintendent no hint as to the basis for his approval, but if he is convinced of the correctness of form and procedure he so informs the County Superintendent, who is authorized to call a special election in which the question is submitted to the voters for final determination. The election is financed and conducted by the local Board of Education.

The law gives attention to the

form in which the question is put, the balloting procedure, and the manner of making returns to the County Clerk. Sixty per cent of the votes cast must be favorable to the establishment of the proposed junior college district if it is to be legalized. Junior colleges operating prior to the enactment of the law, such, for example, as McCook and Norfolk, are required to follow the same procedure in order to be legalized. A decisive vote is thus necessary in order either to continue a junior college already set up, or to make provision for the establishment of a new one. There appears, however, to have been little opposition registered to the requirements for this large majority.

#### CONTROL

When the vote is favorable, as described above, for the formation of a junior college district, the board in which its control and management are vested is enjoined to establish a junior college. The "management and control" of the junior college are vested in "the junior college board," which, however, is identical in membership and term of office with the Board of Education of the school district in which the junior college is established. It is plain from the law that there is no attempt to separate the junior college from the city or district public school system. The junior college district is coterminous with the school district in which it is formed, and "the junior college board" is identical with the district school board. While the "management and control" are vested in the junior college board, a supervisory power is vested in the State Super-

intendent of Public Instruction. He, for example, is empowered to receive and examine reports from the junior college, to lay down standards and regulations for accreditation, and to provide for inspection. Whenever the average daily attendance of any junior college falls below forty for any year after the second one of operation, the State Superintendent is authorized to suspend such institution. He reports such action to the County Superintendent, who is authorized to sell the property of such a district, all the receipts therefrom reverting to the treasury of the local school district.

But the law invests the junior college board with a broad scope of power which is adequate in all matters relating to the administration of the junior college. It is required to meet the first Monday of each month, and may meet at such other times "as circumstances may demand." It is enjoined to admit graduates of "any accredited high school in Nebraska, the graduates of any other high schools and such other candidates as may be recommended for admission by the president of the junior college." The law designates the superintendent of the district schools as the president of the junior college.

#### CURRICULUM

The provisions of the law in matters relative to courses of study leave little to be desired. Junior colleges thus organized are authorized

to provide courses of instruction designed to prepare for higher institutions of learning; courses of instruction designed to prepare for

agricultural and industrial, commercial, home-making and other vocations; and such courses of instruction as may be deemed necessary to provide for the civic and liberal education of the citizens of the community.

The junior college board is empowered to prescribe requirements for graduation "provided that the minimum requirements . . . shall be at least sixty credit hours of work."

#### FINANCES

In the matter of finances it is plain that the legislature did not expect the junior college to be self-sustaining. This is made clear at the outset of district formation, since the question is put in the following form:

For the establishment of Junior College District No. . . to be maintained in part by taxation and in part by tuition.

Against the establishment of Junior College District No. . . to be maintained in part by taxation and in part by tuition.

Financial support is thus legalized from both tuition and taxes. As in the case of Minnesota and other states, the junior college board is authorized to prescribe uniform tuition fees. In Nebraska, however, the tuition under the present law cannot exceed \$108 per year per student. This is the approximate tuition under which the junior colleges in McCook and Norfolk have already been operating. As in the case of California and Missouri, the Nebraska law provides that the junior college board shall make an estimate of the amount of funds required for the ensuing fiscal year, this estimate to be given to the

county commissioners during the month of June. A levy will then be made of the necessary funds, "the same as other taxes." The maximum levy permitted under the law, for junior college purposes, is two mills. There is no provision in the law for a referendum vote to increase this levy in the district, as was the case in the junior college bill recently vetoed by the Governor of Washington.<sup>1</sup>

Following the practice in many states that have legislated on this subject, the Nebraska law makes no provision for state aid. This omission came as a surprise to very few citizens interested in the establishment of junior colleges, though it is true that it would have been a welcome addition to the law in localities contemplating or already operating junior colleges. The California law provides for state aid to the extent of \$2,000 to every junior college district, plus \$100 for every student in average daily attendance. But in general the situation with reference to state aid in states that have thus far legislated on the subject has not materially changed<sup>2</sup> since Whitney published his book.<sup>3</sup> One provision of the Nebraska law was undoubtedly inserted for the purpose of placating any opinion hostile to such a clause. It provides that

Junior colleges organized under the provisions of this act shall never apply

<sup>1</sup> E. M. Blevins, "Proposed Junior College Law for Washington," *The Junior College Journal* (March 1931), I, 377.

<sup>2</sup> Chas. E. Prall, "Report of the Junior College Survey Committee," *The Journal of Arkansas Education* (November 1930), p. 18.

<sup>3</sup> Frederick L. Whitney, *The Junior College in America* (Colorado State Teachers College, Greeley, Colorado, 1928).

for or receive any appropriations of state funds or financial aid for their organization, maintenance, or support.

The junior college board is empowered to issue bonds for the purpose of purchasing sites and erecting and equipping buildings. Such bonds are to bear interest not exceeding 6 per cent per annum, and are not to be outstanding for longer than thirty years. The issuance of bonds for such junior college purposes can be made only after a petition favoring such action has been circulated and signed by at least one-third of the qualified voters in the district, and, as in the case of organizing the district, a general vote on the question has been taken in which 60 per cent of the ballots cast favor the bond issue.

#### TOTAL EFFECT OF THE LAW

The total effect of the Nebraska junior college law cannot but be salutary. In communities where junior colleges were voted and established prior to the enactment, an opportunity will again be afforded of testing public opinion according to the law. These junior colleges may now be either legalized or suspended, and in a country which boasts of a long tradition of democracy in education as well as in government generally, few will question the wholesomeness of such action. In a like manner, communities contemplating the establishment of junior colleges need not now move in the dark. The law is plain; its provisions are easily understood. Whatever defects it may possess, it at least has the merit of lucidity. Junior college organization is clearly possible under the law. In every step, from district

organization to suspension, responsibility is lodged where authority is exercised. There can be few questions resulting in confusion, and none of great significance. The junior college district system adopted by the law would appear to fit well into Nebraska's scheme of education; the possibility of confusion resulting from division of old school districts for purposes of junior college organization is largely eliminated.

After all, however, the test of the pudding is in the eating. Of one thing there can, even now, be little doubt if educational trends of the last two decades may be accepted as evidence of what may reasonably be expected in the future: few communities of sufficient size and wealth to fulfill the conditions of the law will long deny themselves the advantages in education that are possible under it. Committees are already at work in certain cities, investigating the feasibility of organizing junior college districts. That this measure holds a vision for the future of Nebraska education appears also to be the view taken by one newspaper which comments editorially as follows:

The governor has signed the junior college bill and there is no obstacle now to the establishing of two-year colleges in a half dozen or more Nebraska cities which can qualify and which are foresighted enough to see the advantages of these institutions. The junior college is an advanced step in education and the legislature and Governor Bryan should be commended for modernizing Nebraska's laws so that this state can keep abreast of the times.<sup>4</sup>

<sup>4</sup> *Norfolk (Nebraska) Daily News* (March 26, 1931).

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## Curricular Offerings in Missouri

W. W. CARPENTER\*

How do the curricular offerings of the junior colleges of Missouri compare with those of junior colleges in other parts of the country?

In an attempt to answer this question a request was sent to every junior college in the country for the latest catalogue. Over three hundred catalogues were received. Not all of these, however, could be used. Some were so vague in the descriptions of their courses that no interpretation of their offerings was attempted. Two hundred and seventy-four catalogues were used in this study, of which 118 represented public junior colleges and 156 represented private junior colleges. Eight of the public and fifteen of the private junior colleges were located in Missouri.

### CLASSIFICATION OF COURSES

For convenience the offerings of the junior colleges were divided into groups somewhat similar to those used by Koos and later by Whitney. The grouping in the present study is as follows: English, fine arts, languages, mathematics, philosophy and psychology, physi-

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This study was made with the assistance of Bower Aly, instructor in English, University of Missouri, and the following graduate students in Junior College Administration: C. R. Aydelott, M. L. Coleman, R. L. Garnett, B. I. Lawrence, C. H. Lindemeyer, P. W. Osborn, C. H. Ramsay, Minnie M. Shockley, W. K. Summitt, W. H. Zeigel, Jr.

cal education, science, social science, terminal or occupational.

Under the last heading were placed commerce, education, and other courses whose pursuit and completion at the junior college level would effectively train the student for some work. This division was of course arbitrary, as many of the courses, while fulfilling this function, also serve as preparatory courses to those who wish to continue. This fact, however, is partially counterbalanced by the further fact that those who do take these courses as terminal or occupational courses also pursue courses in other fields. Art, for example, may be a terminal course for one person but a preparatory course for another.

### LIMITATIONS OF THE STUDY

There are certain other limitations to this study that should be pointed out. Returns were not received from all of the colleges and not all of those that were received could be used. Although the catalogues were the latest issued, they were not all for the same school year. Courses listed without credit were not included. A very few of the junior colleges offered a four-year college course in a certain department. In such cases the entire department was excluded. No senior colleges were reported in this study. Another limitation of the study is the fact that courses in Bible, religion, and theology and in military

science and tactics were not included. No attempt is made to justify these omissions; these courses are simply not within the scope of this study. Attention is also called to the fact that not all of the colleges studied use the term "course" to represent the same thing. A course may be for one semester, for one term, or for one year. For example, a credit of six semester hours in English composition was listed by some colleges as one course for the year, by others as two courses for two semesters, and by still others as three courses for three terms.

In the discussion of the different subjects and subject groups, comparisons will be made between the offerings of the two hundred and seventy-four junior colleges and the offerings of the twenty-three Missouri junior colleges. In conclusion the offerings of the public junior colleges of Missouri will be compared with the offerings of all the public junior colleges; and the offerings of the private junior colleges of Missouri will be compared with those of all the private junior colleges.

#### ENGLISH

All of the two hundred and seventy-four junior colleges studied offer one or more courses in English. Composition and literature are given in 269 institutions and public speaking in 149. All of the Missouri junior colleges offer both composition and literature. Seventeen of the 23 offer public speaking.

The Missouri colleges and all of the colleges studied offer a greater number of semester hours in literature than in any other subject.

Composition ranks next in both groups and public speaking third. Expression ranks fourth in Missouri, while dramatics is fourth in the entire group. Courses which could not be listed under the above-mentioned subjects were placed in a miscellaneous group. The large number of semester hours found in this group indicates that the entire group of schools presents a much wider offering in English than do the Missouri schools.

The 23 Missouri junior colleges represent 8.4 per cent of the entire group of schools. The number of semester hours of English offered by all of the Missouri institutions is 8.8 per cent of the total number of semester hours of English given by the entire group. This would indicate that junior colleges of Missouri and those of the entire group offer relatively about the same amount of English.

#### FINE ARTS

The descriptions of many of the fine arts courses were so general or so vague that they were omitted entirely from this study. Only those courses are included where the descriptions could be interpreted and where the credit to be given was clearly indicated. For this reason the tabulations in this group did not represent the true situation and comparisons are not made. However, there is sufficient information to indicate that the fine arts have an important place in the junior college curriculum.

#### LANGUAGES

Nearly all of the junior colleges offer one or more language courses.

All of the Missouri institutions offer languages. In the entire group, French is offered by 240 schools and Spanish by 174. One hundred and fifty-three colleges offer Latin and 119 offer German. In the Missouri colleges, French is offered by 22 institutions, Spanish by 19, Latin by 14, and German by 8. Greek ranks fifth in both groups. The following subjects, not offered in Missouri, are given by certain colleges: Hebrew, Italian, Norwegian, Swedish, and Russian.

In Missouri, and in the entire group, a greater number of semester hours is offered in French than in any other foreign language. In both groups Spanish ranks second, Latin third, German fourth, and Greek fifth.

The number of semester hours of languages offered by the 23 Missouri colleges is 10.7 per cent of the total number offered by all the schools studied. This indicates that junior colleges of Missouri offer relatively more language than do the schools in the entire group.

#### MATHEMATICS

Mathematics is offered by all of the junior colleges of Missouri and by nearly all of the entire group of institutions studied. In the entire group, algebra is offered by 248 colleges, trigonometry by 244, analytics by 209, calculus by 157, and geometry by 121. In Missouri, algebra and trigonometry are offered by 22 colleges, analytics by 21, calculus by 16, and geometry by 3.

In the entire group, a greater number of semester hours is offered in algebra than in any other subject. Calculus ranks second, ana-

lytics third, trigonometry fourth, and geometry fifth. In Missouri, calculus ranks first, analytics second, algebra third, trigonometry fourth, and geometry fifth.

The number of semester hours of mathematics offered by the 23 Missouri junior colleges is 8.6 per cent of the total number offered by the entire group. This indicates that junior colleges of Missouri and other junior colleges offer relatively about the same amount of mathematics.

#### PHILOSOPHY AND PSYCHOLOGY

One hundred and ninety-eight junior colleges, including 16 of the Missouri institutions, offer one or more courses in philosophy and psychology. Psychology is offered by 137 colleges of the entire group and by 14 of the Missouri group. (Educational psychology is not included here but appears under education.) In the entire group, ethics is offered by 53 colleges, general philosophy by 50, and logic by 32. In Missouri, logic is offered by 7 and ethics by 3.

In all the colleges, and in Missouri, a greater number of semester hours is offered in psychology than in any other subject in this group. In the entire group, philosophy ranks second, ethics third, and logic fourth. In Missouri, logic ranks second and ethics third.

The number of semester hours in philosophy and psychology offered by the 23 junior colleges in Missouri is 5.8 per cent of the total number offered by the entire group. This indicates that junior colleges of Missouri offer relatively less philosophy and psychology than do schools of the entire group.

**PHYSICAL EDUCATION**

What has been said about fine arts holds equally true for physical education. A very large number of colleges described their physical education courses in such general terms that they could not be interpreted. Many courses were not included as they carried no credit. Although the statements presented by the various groups are not entirely comparable, they are sufficient to indicate that physical education has an important place in the junior college curriculum.

**SCIENCE**

All of the Missouri colleges and nearly all of the entire group offer one or more courses in science. In the entire group, chemistry is offered by 256 schools, physics by 147, zoölogy by 137, botany by 133, biology by 115, physiology by 63, geology by 50, astronomy by 33, and bacteriology by 31. In Missouri, chemistry is offered by 22 schools, botany by 20, zoölogy by 17, physics by 11, bacteriology by 8, physiology by 7, geology by 3, and astronomy and biology by 2 each.

In Missouri and in the entire group of institutions, the number of semester hours of chemistry is twice as great as the number offered in any other subject. In the entire group, the rank for the number of semester hours offered is as follows: chemistry, physics, zoölogy, botany, biology, geology, physiology, astronomy, and bacteriology. In Missouri it is: chemistry, botany, physics, zoölogy, physiology, bacteriology, geology, biology, and astronomy.

The number of semester hours of science offered by the 23 Missouri

junior colleges is 8.4 per cent of the total number offered by the entire group. The indication is that junior colleges of Missouri offer relatively about the same amount of science as do schools in the entire group.

**SOCIAL SCIENCE**

All of the junior colleges of Missouri and nearly all of the entire group offer social science. In the entire group, European history is offered by 229 institutions, American history by 226, economics by 191, political science by 173, sociology by 146, English history by 125, world history by 56, geography by 40, and orientation by 37. In Missouri, all of the colleges offer American history and European history; sociology is offered by 18, economics by 15, political science by 13, English history by 7, orientation by 3, and geography by 2.

The orientation and survey courses have arbitrarily been placed in the social science group. It is true that a large number of them are directly concerned with the problems of social science, but some deal with other subject-matter fields. All are listed here rather than scattered into much smaller units. The titles of the orientation and survey courses are as follows: contemporary civilization, humanities, natural science, orientation, personal efficiency, social science, technique of study, vocations, etc.

Without doubt some of the orientation and survey courses were overlooked on account of the fact that the descriptions of many of these courses were inadequate and oftentimes misleading. The orientation and survey courses were grouped together rather than sepa-

rately for the reason that many which undoubtedly were survey courses by the description were called orientation, and vice versa. For this reason the information which is given is incomplete, but it is the best that could be obtained from a catalogue study.

Missouri and the country as a whole are interested in the problem of the survey course and of orientation. Nearly all of the orientation and survey courses in Missouri are offered by the private junior colleges; in fact, there is only one public junior college which gives such a course. This situation does not hold true for all of the institutions studied; there are more public than private junior colleges offering such courses.

In the entire group, the rank for the number of semester hours offered is as follows: European history, economics, American history, political science, sociology, English history, world history, and geography. In Missouri, the rank is as follows: European history, American history, political science, sociology, economics, English history, and geography.

The number of semester hours of social science offered by the 23 Missouri colleges is 8.1 per cent of the total number offered by the entire group, indicating that junior colleges of Missouri offer relatively about the same amount of social science as do colleges in the entire group.

#### TERMINAL OR OCCUPATIONAL COURSES

As was indicated earlier in this paper, those courses are listed under the classification "terminal or occupational" whose pursuit and

completion at the junior college level are designed to train the student to do some job effectively. Art was given as an example of a course which might be terminal for one person but preparatory for another. In this study those subjects which are listed under commerce, education, or vocational are classed as terminal or occupational courses. To limit the terminal or occupational courses to the strictly vocational gives one the wrong idea of the importance of the terminal function in the junior colleges as it now exists. Courses in education, for example, may either serve as foundations for other courses in education or prepare students who teach without further training. The junior colleges of the country are furnishing teachers who immediately teach without further training, as is indicated by a recent Missouri study. There will always be a discussion as to what should be classed as terminal, but in this study the interpretation already given will be adhered to.

This study does not attempt to answer the question whether the junior colleges of Missouri should offer terminal courses or what these terminal courses should be. The purpose is to indicate those actually offered in Missouri and to compare these with the offerings in all the junior colleges studied. Each division of the terminal group will be considered separately.

*Commerce*.—Ninety-nine colleges of the entire group, including 5 Missouri institutions, offer one or more courses in commerce. In the entire group, accounting is offered by 79 colleges, stenography by 68, typing by 67, commercial law by 61, bookkeeping and business management

by 37 each, commercial mathematics by 32, business correspondence by 30, office practice by 28, salesmanship and retail management by 22, banking by 19, and advertising by 14. In addition, 32 institutions offered courses which could not be listed with the subjects above.

In Missouri, the number of junior colleges offering the different commerce subjects is small. Accounting is offered by four, stenography and typing by three each, commercial law and commercial mathematics by two each, and bookkeeping, business correspondence, and office practice by one each.

In the entire group of colleges, the greatest number of semester hours is in accounting. Next in order are: stenography, typing, bookkeeping, commercial law, others, business management, salesmanship, business correspondence, office practice, banking, and advertising. In Missouri, the greatest number of semester hours is in stenography. Next in order are: typing, accounting, commercial mathematics, bookkeeping, business correspondence, commercial law, and office practice.

The number of semester hours in commerce offered by the 23 Missouri colleges is 4.3 per cent of the total number of semester hours of commerce offered by all the schools. This indicates that junior colleges of Missouri offer relatively less commerce than do junior colleges of the entire group.

*Education.*—One hundred and seventy-three junior colleges, including 17 Missouri institutions, offer one or more courses in education. Of the entire group, 150 offer methods and technique, 126 offer educational psychology, 94

offer school management, 74 offer history of education, 70 offer observation or practice teaching, 69 offer others not included in this classification, 61 offer principles of education, 60 offer introduction to education, 25 offer tests and measurements, and 9 offer curriculum construction. In Missouri, methods and technique is offered by 17 institutions, educational psychology and school management by 16 each, history of education by 11, observation or practice teaching by 10, introduction to education by 5, and tests and measurements by 1.

The number of semester hours in education offered by the Missouri colleges is 12.0 per cent of the total number of semester hours of education offered in all the institutions. This indicates that Missouri junior colleges offer relatively more education than is offered by junior colleges of the entire group.

*Vocational.*—One hundred and seventy-four junior colleges of the entire group, including 13 Missouri institutions, offer one or more vocational courses. In the entire group, 126 colleges offer home economics and applied arts, 97 offer engineering and industry, 42 offer agriculture, 29 offer other courses not included in these classifications, 13 offer auto mechanics, 11 offer aéronautics, and 1 offers pharmacy. In Missouri, 11 colleges offer home economics and applied arts, 5 offer engineering and industry, and 1 offers agriculture.

In the entire group, the largest number of semester hours are offered in home economics and applied arts. Next in order are: engineering and industry, agriculture, aéronautics, auto mechanics, and pharmacy. In Missouri, the

largest number of semester hours is in home economics and applied arts. Next in order are: engineering and industry, and agriculture.

This part of the study on the vocational offerings of the junior college classifies courses into the seven divisions indicated above. No attempt is made to subdivide these into smaller groups. For example, in agriculture the following subjects were found: agricultural engineering, agronomy, animal husbandry, dairying, farm management, forestry, horticulture, and vocational agriculture. In the engineering and industry division, the following titles were found: civil engineering, drafting, electrical engineering, general engineering, foundry, linotyping, machine shop, mechanical and machine drawing, mechanical engineering, metallurgy, mechanics, mining engineering, pattern making, projective geometry, printing, and surveying. In the home economics and applied arts division, the following titles were found: clothing, foods, home management, interior decoration, laundry, nursing, and vocational crafts.

The number of semester hours in the vocational subjects offered by the 23 Missouri junior colleges is 4.0 per cent of the total number of semester hours of vocational subjects in all the schools studied. This indicates that junior colleges of Missouri offer relatively less work in the vocational subjects than do junior colleges of the entire group.

Commerce, education, and vocational subjects have been considered as terminal or occupational in this study. The total number of semester hours in the occupational group offered by the 23 junior col-

leges of Missouri is 6.0 per cent of the total occupational offering of all the schools studied. This indicates that junior colleges of Missouri offer relatively less occupational work than do junior colleges of the entire group.

#### THE FINDINGS OF THIS STUDY

The findings of this study are as follows:

1. In comparison with the entire group of junior colleges, the junior colleges of Missouri offer relatively: (a) about the same amounts of English, mathematics, science, and social science as do junior colleges of the entire group; (b) more language and education than do junior colleges of the entire group; (c) less philosophy and psychology, commerce, vocational, and total occupational courses than do junior colleges of the entire group.
2. In comparison with the entire group of public junior colleges, the public junior colleges of Missouri offer relatively: (a) about the same amounts of English, language, and social science as do public junior colleges of the entire group; (b) more education than do public junior colleges of the entire group; (c) less mathematics, philosophy and psychology, science, commerce, vocational, and total occupational courses than do public junior colleges of the entire group.
3. In comparison with the entire group of private junior colleges, the private junior colleges of Missouri offer relatively: (a)

## Curricular Offerings in Missouri

about the same amounts of English, social science, and total occupational courses as do private junior colleges of the entire group; (b) more language, mathematics, science, and education than do private junior colleges of the entire group; (c) less philosophy and psychology, commerce, and vocational courses than do private junior colleges of the entire group.

The evidence for the general statements of the last two paragraphs is shown more specifically in Figures 1 and 2, from which the relative differences can be read in quantitative terms. For example,

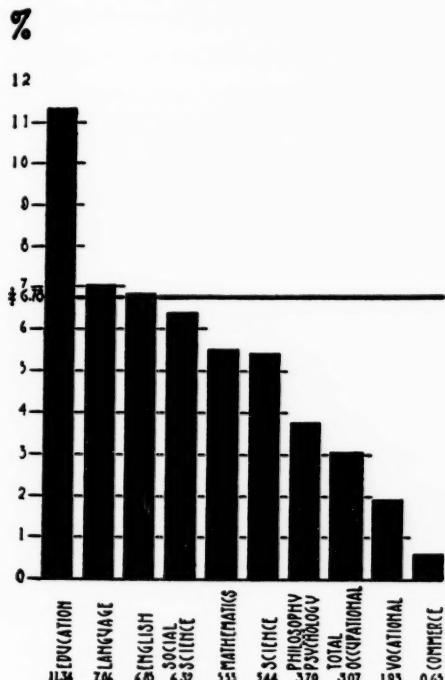


FIG. 1.—Percentage group offerings in Missouri public junior colleges is of the entire group of public junior colleges.

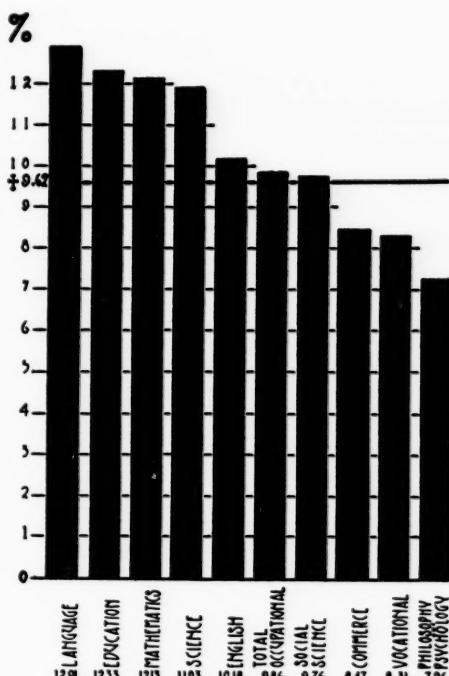


FIG. 2.—Percentage group offerings in Missouri private junior colleges is of the entire group of private junior colleges. The fifteen private junior colleges of Missouri represent 9.62 per cent of the total number of private junior colleges.

from Figure 1 it is evident that while the Missouri public junior colleges studied constituted 6.78 per cent of the total number of public junior colleges studied, they offered 11.34 per cent of all the education courses listed, but less than two-thirds of one per cent of the total offerings in the field of commerce.

From a study of the two figures it is quite clear that the private junior colleges of Missouri come much closer, on the whole, to normal offerings in the different fields, than do the public ones.

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## New California Junior College Legislation\*

WALTER CROSBY EELLS

New legislation of far-reaching importance to the public junior colleges of California was enacted by the 1931 legislature, which adjourned in May. The procedure for organizing both junior college districts and high-school departmental junior colleges was greatly modified and methods of state financial support were revised.

### ORGANIZATION OF NEW DISTRICTS

To fully understand the new legislation a brief review of laws passed since 1921 is necessary. The law of 1921 provided for three types of junior college districts and set up requirements of \$10,000,000 assessed valuation and an average daily attendance of 400 in the high schools of the proposed district as necessary conditions before organization could be effected. It also provided for the lapsing of such districts if the attendance fell below 75 after the second year of existence. This was fundamentally an excellent law, and under its provisions sixteen strong district jun-

ior colleges were organized in the state during the next eight years. In 1927 the legislature provided for two additional types of districts, making five in all. In 1929 the requirements were greatly changed. The necessary assessed valuation was raised to \$25,000,000; the high-school average daily attendance to 1,000; the necessary average daily attendance to prevent lapsation to 200; and petitions for formation of districts required approval by the State Department of Finance. As soon as knowledge spread of the implications of this legislation, which was adopted at the eleventh hour without the support or even the knowledge of most of the educational forces of the state, educational sentiment began to develop against it.<sup>1</sup> At numerous meetings its evils were pointed out and suggestions for improvement made. The net result was the bill passed in 1931,<sup>2</sup> which repealed practically all of the existing provisions for the formation, suspension, re-establishment, and lapsation of junior college districts. The new law provides hereafter for a single type of junior college district which "shall include all the territory in one high-school district or in two or more contiguous high-school districts."

It provides that the State Board of Education shall establish minimum standards for the formation of junior college districts, the only specifications being that

The standards established shall in-

\* The writer desires to express his appreciation to Walter E. Morgan, of the California State Department of Education, and to C. S. Morris, chairman of the Legislative Committee of the California Federation of Junior Colleges, for critical reading of the manuscript of this article and for suggestions for its improvement.

<sup>1</sup> See *School and Society* (July 13, 1929), XXX, 65-68, for a more detailed discussion of the nature of the 1929 legislation.

<sup>2</sup> Senate Bill No. 384, by Baker.

clude, in addition to such others as the said board may require, the following: The assessed valuation of the area proposed to be included in a junior college district shall be an amount which, through the levy of a district tax not in excess of twenty cents on each one hundred dollars of the estimated true wealth of taxable property as computed from the last preceding report of the state board of equalization, shall yield an amount which, when added to the available state financial aid for junior college education, will be deemed adequate for a junior college in the proposed area.

This of course provides for much greater flexibility than the rigidity of the old law, but it also places great responsibility upon the State Board of Education which is given such broad discretionary powers, the only restriction being the financial one. While the amount "deemed adequate" is left quite vague, this provision does place a definite limit upon the rate of taxation for junior college purposes as a standard for the formation of a new district. This requirement, in effect, guarantees adequate district financial ability without specifying a fixed amount of assessed valuation of local property. Thus the standard of local financial ability may be definitely related to the curricular offerings and to the financial needs of the proposed district.

That this limit is not severely restrictive, however, is shown by a brief consideration of the tax rate in California junior college districts in 1929-30. The rate levied in the sixteen districts of the state varied from less than 3 cents to 46 cents per \$100 of assessed valuation, the average rate being 21 cents. In terms of true valuation (the criterion used in the new law) the dis-

trict rates varied from 1 cent to 19 cents, with an average of 8 cents. Thus the limit set by the new law is two and a half times as great as the average tax levied. While it is thus not unduly restrictive, it does serve as a guarantee against excessive local burdens which might result from ill-advised establishment of small districts.

This law was accompanied by additional legislation<sup>3</sup> which establishes uniform budgetary procedure for all types of school districts, including junior college districts, and fixes as the maximum junior college district tax a rate of 50 cents on each \$100 of assessed valuation of the district. The proceeds may be used for maintenance alone or also for buildings and other permanent improvements. This bill also permits the maximum rate of 50 cents to be increased by majority vote of the electors of the junior college district, the new maximum rate thus set remaining effective as a maximum limitation until revised by a subsequent election.

Perhaps the most important provision of the new law relative to the formation of a new junior college district is that which replaces mechanical statistical criteria by the report of an expert survey commission which will consider each case on its merits. The law provides that whenever one or more high-school districts petition for the formation of a junior college district:

The Superintendent of Public Instruction shall make or cause to be made a survey of the proposed junior college district and of high-school districts contiguous thereto, which might appropriately be included in the proposed junior college district.

<sup>3</sup> Senate Bill No. 831, by Jones.

The cost of the survey shall be borne by the high-school district, the governing board of which signed the petition, or, if there were two or more such high-school districts petitioning, the cost shall be borne by said high-school districts in proportion to their assessed valuation. . . .

Upon the completion of the survey the Superintendent of Public Instruction shall report the findings thereof to the State Board of Education together with his recommendations as to the action to be taken on the petition.

After approval by the State Board, the people of the proposed district must then authorize the district by a majority vote. The essential steps in this procedure are the expert survey which may be made by the State Department or by outside agencies authorized by the State Department, and the election. The requirement for an election is retained from the former law.

The preceding discussion has all referred to the revised method of establishing junior college districts. A second type of public junior college, however, has existed in the state parallel with the district type. The high-school departmental type, technically known as junior college courses of high schools, was provided for in the law of 1917. Formation of this type has been much easier, no election being required, but only a vote of the high-school board in any district having an assessed valuation of only \$3,000,000. As a result weak junior colleges have been established in some cases through community rivalry without sufficient financial background or educational need. Half of the junior colleges in California are of the high-school departmental type. An important means of restriction on

the formation of other institutions of this type is provided in a new law<sup>4</sup> which requires hereafter the approval of the State Board of Education before high-school boards can establish junior colleges of this type.

#### STATE FINANCIAL SUPPORT

The law of 1921 provided for annual state aid to the amount of \$2,000 for each district junior college and \$100 per student in average daily attendance, to be paid from royalties from federal oil and mineral lands in the state. This was an ample source of income for several years when the royalties were comparatively large and the junior college attendance small. But with rapidly increasing junior college attendance and decreasing federal royalties, the income became insufficient to meet the obligations. Accordingly the legislature of 1929 provided that any deficit, up to \$30 per student in average daily attendance, should be made up from the General Fund of the state. This, however, provided only temporary and inadequate relief. Before the biennium was over, federal royalties and the additional \$30 per student combined proved insufficient to provide the necessary \$100 per student, so rapid was the increase in junior college attendance.

A bill<sup>5</sup> in the 1931 legislature provided that the deficit, whatever it might be, should be made up from the state General Fund. It was impossible, however, to get this policy-making bill through the legislature. Accordingly, as a necessary expedient, it was amended to provide a

<sup>4</sup> Senate Bill No. 845, by Jones.

<sup>5</sup> Senate Bill No. 349, by Slater.

definite appropriation for the ensuing biennium of \$1,701,520. Of this amount, \$701,520 was merely the appropriation under the existing law of \$30 per student in average daily attendance the preceding year, while \$1,000,000 was to take care of anticipated further inadequacy of federal funds. The governor signed this bill after cutting \$100,000 off the appropriation.

The estimates, upon which the appropriation provided in the bill was based, allowed for a total average daily attendance of 23,384 students for the biennium. The needs of the district junior colleges, as estimated by C. S. Morris, chairman of the Legislative Committee of the California Junior College Federation, will be as follows:

1930-31—	
Estimated A.D.A., 10,482 × \$100	
+ 16 × \$2,000 .....	\$1,080,200
1931-32—	
Estimated A.D.A., 14,701 × \$100	
+ 17 × \$2,000 .....	1,504,100
Total estimated A.D.A. of 25,183..	\$2,584,300

The average daily attendance for 1930-31 and 1931-32 was estimated on the basis of an average previous increase of 21.47 per cent. In addition an increase of 2,507 students in average daily attendance was allowed for 1931-32 for the newly organized Los Angeles Junior College District which will share in the fund for the first time in 1931-32.

Whether the estimates made by Mr. Morris are employed, or whether those of the Department of Finance which were used in drafting the bill are taken, it seems sure that there will again be a deficit in the funds available, as compared with the apportionment needs, if the full \$100 per student and \$2,000 per junior college constitute the

measure of need. The gubernatorial cut of \$100,000 in the appropriation bill reduces the amount available to \$100,000 below the needs upon which the appropriation bill was predicated. The amount which will be available will be some \$282,780 short of the amount estimated by Morris as needed. If his estimate proves correct, it will mean that there will be a shortage of approximately \$20 per student in the second year of the biennium. Walter A. Morgan, chief of the Division of Research and Statistics of the State Department of Education, estimates that "the shortage will be even greater. He thinks it will be close to \$400,000, or about \$27 per student in the second year of the biennium, owing to greater increases in attendance in 1931-32 than estimated, and to further decreases from federal sources.

Mr. Morris has agreed with the legislators, in view of the further critical condition in junior college finances sure to occur in 1933-34, that the organized junior colleges of the state will conduct extended studies in the junior college field in an effort to determine upon a sound financial policy which can be used for the guidance of the 1933 legislature.

In the past, the high-school departmental type of junior college has received no special state financial aid other than that provided for high schools, while district junior colleges have received \$2,000 each in addition to the allowance on the basis of average daily attendance. A new bill<sup>6</sup> provides that \$550 from state funds and \$250 from county funds shall be provided annually for each year of work maintained in such institu-

tions in advance of regular high-school work.

#### FLEXIBILITY OF ATTENDANCE

Formerly a junior college district could collect cost of education furnished to students attending it from outside the district unless they came from a junior college district already established. This latter restriction is modified and in effect abolished by a new piece of legislation<sup>6</sup> which states that

Students residing in a junior college district may attend junior college in another junior college district only after terms shall have been agreed upon by the governing boards of the junior college districts concerned. Such terms shall include the payment by the junior college district of residence to the junior college district of attendance for each unit of average daily attendance of such students an amount equal to the average current expenditure per unit of average daily attendance in such junior college district of attendance.

This opens the way for greater specialization in curricula for junior colleges, and greater flexibility in attendance for students who desire the special advantages offered in the junior college which they choose to attend. It tends to encourage the development of special terminal courses in certain colleges.

#### UNIFORM PROCEDURE IN BONDING

Another bill<sup>7</sup> repeals some 22 pages of the school law dealing with methods of issuing bonds by

<sup>6</sup> Senate Bill No. 832, by Jones.

<sup>7</sup> Senate Bill No. 842, by Jones.

<sup>8</sup> Assembly Bill No. 1138, by Meeker.

<sup>9</sup> Senate Bill No. 440, by Deuel.

<sup>10</sup> Senate Bill No. 384, by Baker.

elementary, high-school, and junior college districts and simplifies and makes uniform in a briefer form the procedure for issuing bonds in all types of districts.

#### UNIVERSITY AFFILIATION

The law of 1921 provided for the "affiliation" of junior colleges with the University of California. Under the provisions of this act, in the first year or two a few junior colleges entered into the affiliation provided and the state university maintained a special junior college co-ordinator in addition to inspection by individual faculty members. The arrangement, however, developed friction and misunderstanding, and several years ago fell into disuse, although the law remained on the statute books. A brief bill<sup>8</sup> repealed this provision.

#### ACCREDITED JUNIOR COLLEGES

A new section of the law<sup>9</sup> defines an "accredited junior college" as "one which has complied with the standards prescribed therefor by the State Board of Education" and provides that apportionments are to be withheld from junior colleges which are not accredited. The \$2,000 institutional apportionment will be made only to junior colleges which are accredited each year, while no apportionments will be made to any junior college which has failed for three consecutive years to comply with the standards for accreditation. This bill also repeals the provision of the old law which required the junior college district to provide from district sources an amount at least equal to the state apportionment.

## SALE OF BUILDINGS AND FIXTURES

Another bill<sup>11</sup> provides a simplified procedure, where the governing board of junior college districts and other districts have identical membership, for the sale of property by one district under their control to another without the usual legal restrictions as to advertising and bids.

## SURVEY OF HIGHER EDUCATION

Another bill<sup>12</sup> which may have great influence on the future junior college policy in the state authorizes the governor to engage the services of

an educational research foundation of nation-wide scope engaged or organized to engage in the work of making critical surveys in the field of education and in particular prepared to make such surveys in respect of the organization, conduct, operation, and efficiency of educational work as carried on in colleges and universities. The educational research foundation so selected to be one that has not already announced a policy relative to the establishment of four-year regional colleges. The governor shall require of the foundation or other organization by him so selected and engaged that it make a survey of the present system, plan of organization, and conduct of public education of higher than high-school grade in the state of California, make recommendations as to suitable future policy and plan of operation with relation thereto and present to him a written report of its survey with its recommendations on or before the first day of July, 1932.

An appropriation of \$25,000 is made, and the governor is authorized to receive additional donations of funds, property, or services for the furtherance of the survey.

Concerning the importance of this bill, State Superintendent Vierling Kersey says:

The demand for the extension of junior college and collegiate opportunities reflects a general public desire to establish higher educational and cultural standards for all the people. This survey should result in recommendations for an orderly and comprehensive plan for the economical development and extension of the state's facilities for education on levels beyond the high school.

## LEGISLATION DEFEATED

Several other bills relating to junior colleges were introduced but were not passed, most of them dying in committee. The bill<sup>13</sup> creating a "California State College" at Sacramento, which would in effect, although not technically, have changed the Sacramento Junior College to a four-year institution, passed the House by political maneuvering, as reported in the *Junior College Journal* for June, but was never reported out of the Senate committee.

Other bills which died in committee were designed to change the graduation requirements in junior colleges from sixty to sixty-four hours;<sup>14</sup> to provide for the consolidation of elections in elementary, high-school, and junior college districts;<sup>15</sup> to provide additional financial support,<sup>16</sup> which was replaced by the financial bill described above; and to<sup>17</sup> authorize fraternities in junior colleges.

<sup>11</sup> Assembly Bill No. 660, by Badham.

<sup>12</sup> Senate Bill No. 895, by Slater.

<sup>13</sup> Senate Bill No. 6, by Inman.

<sup>14</sup> Senate Bill No. 395, by Baker.

<sup>15</sup> Assembly Bill No. 74, by Reindollar.

<sup>16</sup> Assembly Bill No. 261, by Kline.

<sup>17</sup> Assembly Bill No. 592, by Bishop.

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## English for Semi-professional Students

O. D. RICHARDSON\*

In this article I have attempted to describe the plan upon which we are at present engaged. This plan is frankly experimental. It was formed to fit the outlines of the task as it has been presented by the administration to the English faculty of the Los Angeles Junior College. Those outlines are these: that we must rearrange our work until it is suited to those students who are to have only two years of college education; that we must economize, and try to undertake no more than we can successfully finish in the time given us; and that we must choose those items of training which will produce the maximum effect, discarding the rest. It should be made clear at once that the intention is not to vulgarize these courses nor to provide a dilute solution of the study of literature. We do not enter on this experiment with the feeling that we are dealing with weak or inferior minds. But we must not avoid the essential observation that we are dealing with minds which are not academic either in habit or in interests. It is one thing to instruct students who come from a propitious environment in the fine tradition in literature which our colleges have built up. It is quite another to attempt to give some sense of that tradition to students who have had little or no preparation for it.

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It will be forgiven me, I hope, if these remarks seem dogmatic. We attempt no more than a statement of the broader convictions upon which our plan is based, and more particularly the steps we are taking to meet our problem.

### COMPOSITION INADEQUATE

The objection which we must raise to the composition course in its classic form is that it is inadequate for our purpose. Admirable as it is, if well taught, to those students who have already some instinct for style, something of the habit of reading, and some sense of fine expression, when these qualities are absent it is not only productive of little positive result, but it may even prove detrimental by crushing the student's interest. Whatever the university classes may be, the classes in the junior college are made up of students who do not desire, particularly, to write anything. What is the effect of continuing the line of attack with which they are already familiar: a steady pounding with grammatical howitzers, interspersed with intervals of sharp fire from the batteries of style and form? To the student whose senses are already awake to these things, such an experience is stimulating; to the student whose background has been devoid of them, grammar and style are merely the names of a group of useless and aggravating abstractions. In spite of the continued and able

efforts of the high-school teachers, this condition persists. The student may learn a series of grammatical terms, but unless the meaning of the words is indelibly stamped in the living processes of his mind, he has learned less than nothing.

In the teaching of composition, as in other things, the modern passion for analysis has carried us too far. We forget that the mind expresses itself, not by analyzing the processes of composition, but by being fired by the need of saying something. When once warm, it will find a means by trial and error, a process which may be shortened if adequate and sympathetic criticism is at hand. Our grammars are admirably clear, our rhetorics models of thoughtful composition, but it is a question whether the writers of the rhetorics have not been more benefited thereby than their students. In a short time any student can find out what he wishes to know about his mistakes—but he doesn't wish to know. Fifty ingenious schemes are devised every year to force the student—affectionately referred to as muddle-headed or moronic—to be grammatical; and every year he becomes less grammatical. We continue to make clear and ever clearer that restrictive phrases are not set off by commas, and every year our classes learn the rule and continue to insert the commas. We do not observe how quickly a man, under stern discipline of the newspaper office, can learn to spell and punctuate. His livelihood depending upon it, he is anxious to overcome his deficiencies. Lacking that incentive, he sees no reason why he should borrow trouble out of consideration for some vague, unpleasant future.

#### A LINE OF APPROACH

While indifferent to the niceties of expression, as such, the student does not oppose an unbroken wall of frigidity to the instructor of English. His line of defense is weak in two places. He really has an ear for a happy or apt expression, *providing* it is applied to something in which he has an interest; and he is a moving beehive of hopes, fears, dreams, and aspirations which he seldom writes or speaks about, because he is of the opinion that education, or at least English, is a subject so purely academic, so beset with the austere lackeys of grammar and rhetoric, that one of his poor, unclothed little wonderings would die of shame instantly if it should appear before them. That this is not universally true is recognized; that sympathetic teachers, here and there, have overcome this state of mind in their students is very greatly to their credit. But we cannot, in the time, all too short, allotted to us in the two years of the student's experience in the junior college, afford to waste a day in overcoming an opposition fostered in the mind of the student by an incorrect mode of attack. Rather we must revise our plan of campaign, and attack at the point where he is weakest—his interest in himself.

This cannot be done, so far as our students are concerned, by encouraging what is often termed self-expression. If this means that the student is expected to move forward in his mental growth by expressing, synthetically, the impressions he is getting from courses, combined with experiences coming to him from other sources, we

should not undertake to quarrel with it. But if it means, as it seems most frequently to mean, that the student will be encouraged to grow by turning the eye inward; that he will perfect himself by expressing the observations on Nature and Man, which his seventeen years have brought him, then we must confess that it does not seem effective with our students. Why try to encourage a youth to express himself when he has nothing as yet to express? His opinions are those of his environment; except for those students who have chosen opinions the exact opposite of those current in their homes. His detachment from the world of reality—that in which his parents live—is as great as he can make it. He is a living question mark, but his questions are still about himself, in relation to the outside world. He is sure of scarcely anything, as yet. Evidently he is not ready for self-expression, if that implies something formed, and ripe; and he may be really harmed by the introspective tendencies suggested by the word self. He is ready to ask questions, and even to find reasonable answers to them, but when he writes about himself he is apt to become stuttering or maudlin.

#### A BOOK OF ESSAYS

The first essential of the course as we have planned it is neither a handbook of rhetoric nor a text on literary form and the elements of style, but a book of provocative essays. I do not mean to imply that these essays should be either extremely aggressive or extremely modern; but it seems to me essential that they be clear and that they

possess these two elements: they must be definitive; and they must provide a natural approach to the questions which the student wishes answered. They should be expressed with dignity and grace, that his taste may be insensibly formed by these qualities. They must not be too literary (in the sense of being too much preoccupied by aesthetics or *Les Beaux Arts*); and they must avoid any suggestion of *préciosité*. The taste of the American student is nothing if not masculine.

Too much importance cannot be attached to the development of new words, new definitions, new concepts, by means of these essays. These are the bricks by which a real expression of self will grow; an expression which is neither facile and glib, nor self-conscious, but the result of hard wrestling by the student with the inertia of his own mind under the impact of these new concepts. In this the teacher must play a great part. The gap between the dead black and white of the printed page and the living tissues of the brain must be bridged. The idea must be vitalized by the teacher: it must be given dramatic, immediate, and living application. Carried away by his own inward response, the student must be moved to enthusiasm or expostulation. One is as valuable as the other. Both are states of mind in which the student feels an immediate and urgent need to say something, to justify himself, to explain his point of view. His immediate desire is to express his views verbally, on the spot; but this can easily be turned toward expressing himself more deliberately and comprehensively on paper.

It will be objected that in enter-

ing into such fields of discussion as will inevitably arise if one follows this method, one is not teaching English. It would be easier to reply if we knew just what teaching English meant; but in any case, it seems to me that the teacher who proceeds in this way is teaching English in its most fundamental sense. True, the discussions and problems will range far afield from style or aesthetics, and will include science, psychology, philosophy, and history, as well as literature. Yet the teacher of English need not pose as an authority on these subjects to discuss them; he need not pretend to settle the problems he raises. He has entered them only to stir a spark of interest in the student. Once the fire has been lighted it has warmth and energy. If fed it will continue to give off light and heat, and these can be set to a useful purpose. Once the student begins to write, the teacher of English is on his own ground. Now he is able to bring to bear all the excellent material so readily available in books of rhetoric and grammar, which now fits in very naturally in its proper place. Having had something which he really desired to say, the student can measure the extent of his own failure to say it. He is not unwilling to observe technical mistakes, and is quite willing to proceed from the fact to the rule as he was unwilling to proceed from the rule to the fact. He is willing to match himself against expert workmen whose efforts are presented to him in the shape of models, in which the intent was similar to that in what he has written.

This is very broad; now to be more particular.

#### DETAILS OF THE COURSE

The first-year English course for semi-professional students is planned as a unit, in that the different items of instruction run continuously through the year. We do not find it possible to make an adequate impression upon the student in less than a year. But there is a difference of emphasis between the work of the first and second semesters. In the first semester we attempt to give a more rigid discipline, in the second to encourage a greater degree of spontaneity; in the first to develop clarity and simplicity of expression, in the second some sense of grace in expression; in the first to develop, through the student's reading and writing, concepts having to do with impersonal standards of literary or social criticism, in the second with more personal and emotional relationships and standards. It may be objected that in this scheme we are reversing the larger plan set forth above, in that we are taking up the impersonal before the personal, and the objection is valid to a certain point. It would, perhaps, be possible to interest students more easily in questions which had to do with their choice of profession than in questions which had to do with the place of the college man in society. But the fact is that we have first to build up a respect for the subject of English itself, which is regarded too frequently as sentimental when not academic—matter of interest to effeminate boys, hysterical girls, and grinds. It is our impression at present that it is easier to destroy this impression by working upon impersonal material, and much less distasteful for the teacher to carry

on the necessary reiterative discipline upon subjects which do not pretend to beauty or charm.

#### NOTE-TAKING AND READING

We begin our attack by practice in note-taking. Using expository material only, we give the student training in taking accurate and careful notes, both on the written and the spoken word. We find him, on the whole, quite unable to read expository material intelligently, in that he regards an essay simply as a mass of print, in which every sentence is of equal importance. He can usually recognize a summary, but he regards the author's jokes and his best arguments as being of the same warmth. In fact, of the two, he often regards the jokes as more important, being easier to understand. Until he is able quickly to distinguish the important from the unimportant elements in reading or lectures, his notes are a mere scrap-heap filled with useless, because indistinguishable or mislaid, materials. When this training has gone far enough, and his reading is well under way, he is given training in more extended notes and in the précis.

His reading begins concurrently with his instruction in note-taking, and is inseparable from it. During the first semester he is expected to read the greater part of the book of short essays already spoken of. In addition he is required to read three complete books outside his class work. These books are all expository. Fiction is barred, as are most biographies and works of travel, on the ground that their structure is not consecutive in thought but consecutive in time, and the student re-

ceives no sense of arrangement from them other than the time arrangement with which he is already familiar. The list from which the student is free to choose comprises about one hundred fifty titles on the widest variety of subjects. We are trying the experiment of offering credit for extra reading voluntarily done, and for this reading no such restriction of subject is made. Too few students have read even the honored American stories: *Uncle Remus*, *Huckleberry Finn*, *A Boy's Town*, *The Crisis*.

The required reading gives the student use for his note-taking. It also makes necessary a rapid development in his vocabulary and his power to make verbal distinctions. A part of this development comes from the essays and books read, since these are often definitive. A part comes from the necessity he now finds himself under to discuss and write about the ideas he is meeting. And a part comes from deliberate training in the use of the dictionary.

It must be observed, also, that this reading will not be done without frequent short written tests on the reading and vocabulary, and that it will miss its effect if it fails to stimulate discussion. The art of carrying on class discussion is, fortunately, not lost, though it has been done to death in many places by the lecture method and by the huge classes which go with that method. It is a mode of spontaneous creativeness on the part of the class which is absolutely invaluable. One never knows what a class has understood from his words, or what it has read, until he has observed them take a stand and try to maintain themselves logically in it. Yet

the discussion method, the Socratic method, by which the instructor makes a class justify any stand it may take, not merely to repeat him, is all too rare. The recitation method is not discussion. The question-and-answer method is not discussion. No method in which the instructor betrays his hand can produce discussion, since what Leacock calls the parrots and crows will immediately echo him, ending all discussion. It is essential to this plan that the instructor be able to raise an issue, argue on either side, keep the discussion from wandering off into side issues.

#### WHEN WRITING BEGINS

Only after a groundwork has been laid by reading and note-taking does writing begin. The essays now assigned are carefully controlled in that the assignments are made with a definite purpose. The subject is not left to the inspiration of the student but is given to him with little or no latitude of choice. His opinion may be what he likes, but the subject upon which he writes pro or con is inescapable. By thus controlling the assignment the teacher is able to do what the student often cannot do for himself: bring an issue squarely and concretely before the student, from which he must escape to a conclusion by his own efforts. It follows that the assignment must most often be a question; a question based on those new words, definitions, ideas which are daily coming to him. The essay becomes, by this method, a point of fusion for ideas received in widely different courses, or from different "departments."

By a careful choice of assign-

ment the teacher is able to do much to break up speedily those platitudinous, moralizing essays which grow rankly wherever their growth is not sternly checked. Direct and concrete, coming as they do from the warmth of class discussion, these assignments permit no temporization, no mealy-mouthed patter, no taking refuge in solemn generalities. They will prevent the essay of prophetic generalization, the ecstatic reverie, the false historical perspective "from paleolithic times to the present day" essay, the essay which arrives at some momentous conclusion from an invented example conceived in the form of conversation some pages in length, the essay copied from a magazine or from the work of another student. The personal or familiar essay is discouraged, on the ground that the student is not yet sufficiently mature to treat material largely subjective, but is quite able to handle facts which are objective and impersonal.

#### THE TEACHER'S OBLIGATION

The teacher's corrections must follow the purpose conceived for the course. Consequently the papers cannot be marked merely for mechanical details of spelling and punctuation. On the contrary, these corrections become of secondary importance; in their place the teacher is expected to grade and correct upon larger elements of thought, upon concreteness, directness, simplicity, with grammatical incorrectness indicated. An opinion by the teacher written upon the paper, particularly if it seems to be something more than the stereotyped comment, or if it have some-

thing of personal interest in it, may be very effective. In place of the silent admonition of the penciled correction in grammar, we are trying direct, personal correction in class for persistent faults.

Some vestiges remain in this course of the study of rhetoric, or effective writing. Some of the traditional faults in sentences are reviewed, particularly those which have to do with clarity, with the logic of sentence development, with an understanding of the use of parallelism and subordination and the sense of the full stop. The intent is to give the student a feeling contrary to the use of hazy, confused, and disjointed sentences, rather than a knowledge of rules for sentence formation.

The second-semester extension of the course just outlined begins not with note-taking but with reading. This consists of a volume of essays, including the familiar essay and argumentation, and short stories. In addition the student is to read one novel rather intensively in class, and three other books outside class of which it is expected that the greater number will be novels, with perhaps a play or biography added. The choice of these novels is a matter of some difficulty. The reading list should reflect the intellectual and emotional development of the students who read them, not the development of their teachers. The problem of finding such a list is complicated by the presence of boys and girls of the same age in the same class. The difficulty is not, in these days, that the discussion is damped by this fact; it is that the boys sit in silent noncomprehension while the girls walk with mature assurance among the prob-

lems of character and emotion of which they read. It is necessary, also, to maintain a nice balance between those books, necessarily disruptive, which are designed to open the student's mind to matters he prefers to ignore, and those which leave him with a wholesome sense of order and continuity in life.

#### TYPICAL GROUPS OF BOOKS

For this purpose the following classifications are being experimented with. A certain sense of frustration, of being intolerably deprived of the essential experiences of life, seems inseparable from adolescence. Books which reflect this spirit, as by far the greater number of modern novels do, seem to give a definite satisfaction, and should be included. In addition such books as the Utopian romances seem particularly adapted to this age. They are speculative, fantastic, stimulating to the imagination, full of heterodox ideas. With them should, perhaps, be classed the scientific romances, particularly those of Wells. Not dissimilar to these are those works of satire against society of which France may be considered the archetype. The older romantic works are of limited utility, as making little appeal to the mind, as reflecting an outworn code of conduct, and as encouraging states of passive reverie; but the newer romances, such as may be found among the works of Conrad and Byrne, of Maeterlinck and Rolland, are distinctly useful.

These novels should be reviewed as something more than a series of events and character sketches. The books chosen should be books into which the student can feel, not

merely think, his way; books which will reveal to him positive, active, and social possibilities in the development of his emotional nature. The discussion should lead to an emotional and intellectual response to situations or events in the book which the student will scarcely grasp for himself because of his immaturity. It should awaken a sense of refinement in personal relationships, and encourage the feeling that literature is the expression of a positive outlet for human impulses, a stimulant to action, not a refuge from action.

The writing exercises assigned during this semester are designed to keep a frequent check upon the student's understanding and development. As in the first semester, it is hoped that, by very definite questions, the exercises may be kept within the bound of the student's powers. The reading should give a sense of the appropriateness of certain forms to certain subjects. The compositions give opportunity to put this sense into practice. Each essay should be a step in the student's development, either through an attack upon a challenging idea, or through a struggle with a new mode of expressing himself. For this latter we strongly recommend that the instructor make use of exercises in imitation of notable styles.

Some students will continue, and take English during the second year of their two-year college course; but for the greater number this year is all that will be taken. Either the English work has produced some tangible effects upon the student during this year, or it has failed, for there will be no second chance. What changes can we hope to have

accomplished? First, to have made the student respect the body of tradition and information covered by the term English. Second, to have opened his mind to his unformed state, and to have given him some sense of that larger life, that urbanity, which should surely be the heritage of the college student. Third, to have given him a feeling contrary to the use of wretched, unformed, and malformed sentences and thinking. If we find that we have made some appreciable difference in the student's interests and his way of thinking, we shall feel that we are, at least, on the right track.

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#### EXHIBITS FOR JUNIOR COLLEGES

Combining their efforts, eight departments of the Kansas State College recently sent to junior colleges and private schools of the state, a genetics exhibit which included material from the zoölogy, animal husbandry, agronomy, dairy, botany, entomology, poultry, and education departments.

The exhibits remained in the following towns for a week: Arkansas City, Coffeyville, El Dorado, Fort Scott, Garden City, Independence, Iola, Kansas City, Parsons and Hutchinson. In the latter town, school officials asked for a return of the exhibit since it made an especial appeal to the biology class.

Within the past year or so, an architectural exhibit was sent to all the junior colleges in the state. According to reports from college authorities, the exhibition was received with much enthusiasm by students and instructors.

## "Ancient History"

### LENGTH OF COLLEGE COURSE

As long ago as 1903, Dr. Nicholas Murray Butler, president of Columbia University, advocated a two-year college course in an address delivered before the Department of Higher Education of the National Education Association at Boston. Extracts from this address follow:<sup>1</sup>

Dr. Wayland said, over sixty years ago, that "there is nothing magical or imperative in the term of four years, nor has it any natural relation to a course of study. It was adopted as a matter of accident, and can have, by itself, no important bearing on the subject in hand." To suppose that a four-year baccalaureate course is necessary *semper, ubique, ab omnibus* is to elevate an accident to the plane of a principle. . . .

There should be a college course two years in length, carefully constructed as a thing by itself and not merely the first part of a three-year or a four-year course, which will enable intending professional students to spend this time as advantageously as possible in purely liberal studies. The university colleges can establish such a course readily enough; the independent colleges will have to establish such a course or see their influence and prestige steadily decline.

Whether the completion of such a two-year course should be crowned with a degree is to me a matter of indifference. Degrees are the tinsel of

higher education and not its reality. Such a two-year course as I have in mind would imply a standard of attainment at least as high as that required for the degree of bachelor of arts in 1860, which had many characteristics that we of today persistently undervalue. . . .

A university ought not to admit to its professional schools students who have not had a college course of liberal study, or its equivalent. A minimum course of two years of such study should be insisted upon. A four-year course should not be required for the two reasons (1) that it delays too long entrance upon active life-work and (2) that it does not use the time and effort of the intending professional student to the best advantage.

### PRESIDENT JESSE'S OPINION

At the meeting of the North Central Association in 1896, President R. H. Jesse, of the University of Missouri, said:<sup>2</sup>

The first two years in college are really secondary in character. I always think of the high school and academy as covering the lower secondary period and the freshman and sophomore years at college as covering the upper secondary period. Until so much at least of academic training has been received, higher education, in my opinion, does not really begin.

In the secondary period, and in at least the freshman and sophomore years of the college, not only are the studies almost identical, but the character of the teaching is the same. The chief function of the instructor is to teach well what has been discovered and arranged, and thereby to form mind and character.

<sup>1</sup> Nicholas Murray Butler, "Length of the College Course," *Proceedings of National Education Association* (Boston, 1903), pp. 500-504.

<sup>2</sup> Quoted in *School Review* (March 1915), XXIII, 197.

## The Junior College World

### JUNIOR COLLEGE IN GREECE<sup>1</sup>

(See Frontispiece)

With beauty and unusual despatch, the benediction service (a Greek custom) for the new site of the American Junior College for Girls in Athens was carried through, with the Archbishop of Greece conducting the ceremony. President Zaimes of the Greek Republic, Honorable Robert P. Skinner, United States Minister to Greece, and many other dignitaries attended. Professor S. Ralph Harlow represented the Board of Trustees in America. The best Greek newspapers played up the event, one commenting editorially: "Greek-American co-operation on the educational and cultural plane was once more expressed at the dedication of the American College for Girls in Elleniko. This Greek-American contact has been continuous and growing constantly closer during the last century. . . . The American colleges in Greece are real educational centers, contributing to our national progress."

In his dedicatory address, Hon. Robert Skinner, American Minister to Greece, said in part:

We have come here this morning to begin operations upon an American college for girls, which will be new as to the building about to be erected upon this spot, but which is already old in years of service to the commu-

<sup>1</sup> See "The Junior College in Greece," *Junior College Journal* (October 1930), I, 17-19, for a longer article dealing with this institution.

nity. My first thought this morning is to congratulate Miss Mills on having accomplished the seemingly impossible in securing funds in the United States for the carrying on of this work.

It is a matter of extreme gratification to all the Americans who are here today that we are honored with the presence of the president of the Republic, His Beatitude the Metropolitan of Athens, members of the Government, and so many distinguished friends. Their presence gives assurance, if assurance were needed, that this institution commands their sympathy and support, and in particular that it enjoys the encouragement of the great Christian organization of this country.

We Americans all comprehend the natural and legitimate intention of the people of this country, that their children shall be educated in the spirit and understanding of their religion, their language, their traditions, and their history, and we like to believe that this college goes forward in conformity with those ideas.

In the United States we understand the feelings of the Greek people in regard to education because as a nation, we have ever felt, as is felt in this country, that education is the cornerstone of the political structure and of personal character.

This college has at all times since coming to Greece enjoyed the practical support of the Hellenic authorities. The college came in the first place in response to an invitation from the Government. The Government has provided facilities for the importation of the necessary building materials, and it has made what is in effect a gift of the magnificent site where we are assembled today.

And where, ladies and gentlemen,

could a more inspiring site be found, with Mt. Hymettus looking down upon us, with the Aegean Sea spread before us, and the Greek Islands lying in the far distance?

#### NEW CALIFORNIA INSTRUCTORS

According to a report issued by Mrs. Evelyn Clement, chief of the Division of Teacher Training and Certification of the California State Department of Education, seventy new instructors were employed in the California public junior colleges in 1930-31. Forty-five of these were without previous teaching experience, while the others had experience varying from one to sixteen years.

#### DULUTH REDUCES TUITION

The junior college tuition at Duluth, Minnesota, was reduced from \$200 per year to \$100 by the local Board of Education on June 5.

The matter first came before the board on May 21, when they refused to reduce the tuition. In the two weeks that followed, the *Duluth Herald* appeared with a series of vigorous editorials, each one with the caption, "The Junior College Fee Is Too High." Community sentiment was aroused, the various service clubs of the city joined in the campaign, and finally by a unanimous vote the school board yielded to popular sentiment. Following this action the *Herald* appeared with an editorial entitled "The Junior College Fee Now Is Fair!"

One of the early editorials of the series said, in part:

Duluth created a junior college, and a fine one, where its young people can get their first two years of college at home. But unhappily by fixing a fee

of two hundred dollars, said to be the highest in all the country, Duluth has erected a barrier that is impassable to many who need this school and would like to use it.

The board seems not yet to be aware that in clinging to the two-hundred-dollar annual fee it is keeping up a barrier that denies this advantage to a very large proportion of the young people of the community because their parents cannot afford it. In running a junior college available only to the children of the well-to-do the board is being snobbish. It is confining to families of means an advantage that should be open to every family.

It is predicted that the enrollment of the college, which last year was 246, will be greatly increased as a result of the lowering of tuition.

#### THE ADOLESCENT GIRL

Miss Dorothy Banks, dean of women in Lyons Township High School and Junior College, Illinois, is author of an article, "The Adolescent Girl in Psychology and Literature," which was published in *Junior-Senior High School Clearing House* for June 1931. It is based upon a careful analysis of sixteen psychologies and thirty-three literary productions in which the adolescent girl has been the subject of treatment.

#### BRICKS JUNIOR COLLEGE

In an article in the *Pittsburgh Courier*, July 11, Dr. N. C. Newbold, director of Negro education for the state of North Carolina, said regarding the work and opportunity of Bricks Junior College, North Carolina:

Located as it is in the heart of one of the finest farming sections of North

Carolina on one of the national highways and also on one of the standard railroads between the North and the South, this college it seems is certainly destined to be of great service to the people of this section. Within a radius of thirty miles of Bricks College there are five counties almost wholly within that radius which have a Negro population of 113,448. In addition to these there are five other counties, large portions of which are within this thirty-mile radius. These additional counties have a population of 78,192 Negroes. It appears that as the Negro school population is better and better provided for in the matter of public schools, that the number of high-school students, which is now quite considerable, will rapidly increase in this territory, and that as it increases, more and more of these students will most likely attend Bricks Junior College.

#### METHODIST JUNIOR COLLEGE

At the annual meeting of the Board of Education of the Methodist Episcopal Church, June 17, Dr. A. E. Kirk, secretary of the Division of Educational Institutions, reported that Blinn Memorial Junior College at Brenham, Texas, is soon to be made a branch of the Southwestern University at Winfield, Kansas. Texas Wesleyan, a secondary school at Austin, Texas, is selling its property to the University of Texas for \$135,000, and plans to use most if not all of the proceeds as further endowment for Blinn Junior College. Dr. Kirk reports among Methodist secondary schools a considerable movement toward junior college status.

#### INTENTIONS OF SENIORS

Questionnaires regarding the educational intentions of high-school

seniors were circulated in May by the research department of the San Mateo Junior College. A total of 548 high-school seniors in a half dozen high schools in the district directly tributary to San Mateo stated their intentions. Of this group 47 per cent stated they expected to attend college, 28 per cent were uncertain, and 25 per cent did not expect to attend college. Of 362 students who named the institution which they planned to enter, slightly over one-third were expecting to enroll at the San Mateo Junior College.

#### HOUSTON JUNIOR COLLEGE

The rapid progress of the junior college at Houston, Texas, is portrayed in a full-page feature article in the *Houston Post-Dispatch*, containing pictures of the faculty and buildings. From it, the following extract is taken:

In four years' time the school has had an enrollment in excess of 2,500 students, the student body the first semester of this year numbering well over 700. About 60 per cent of these students come from the Houston high schools, and the other 40 per cent is drawn from schools outside of Houston, business men and women of Houston, and teachers of the city system who are making up certificate deficiencies. It is estimated that at least 35 per cent of these latter classifications would not have attended school had it not been for the Junior College. More than 50 per cent of the entire student body is self-supporting.

Classes are held from 4 p.m. until 10 p.m., convenient hours for the many professional and working men and women who attend. At present the college is housed in the San Jacinto High School building, but it is the dream and plan of the college officials and

the administration force of the Houston independent school district to have an adequate and worthy building for the school as soon as possible.

#### SECONDARY EDUCATION SURVEY

Announcement has been made by the United States Office of Education that one section of the final report of the National Survey of Secondary Education will be devoted to a study of the growth and trends of public junior colleges. This will be prepared by O. I. Frederick.

#### DEVELOPMENTS AT WESTERN RESERVE

Innovations amounting to the establishment of a junior college within Adelbert College of Western Reserve University are included by Dean W. D. Trautman in his annual report to President Vinson. Beginning in September 1931 and effective for the class of 1935, the four years' college course will be cut in half. At the end of the second year all students will receive a certificate of completion of the junior college work. A matriculation committee of the faculty will then act upon the fitness of each student to do advanced college work, and only those students passed by this committee will be allowed to continue. Students transferring from other colleges must also pass this committee.

#### CONSOLIDATION IN ARKANSAS

For over forty years the Methodist Episcopal Church, South, has maintained three four-year colleges within approximately one hundred miles of each other, Hendrix College, Henderson-Brown College, and Galloway Woman's

College. Recently it has been decided, however, to create a new institution by merging these three Methodist colleges into one. The college will operate as two integral parts. The senior division will be operated at Conway in the Hendrix College plant, while the junior division will be operated at Searcy, in the Galloway plant, as a junior college for women. It is anticipated that much greater strength will come to Methodist higher education in Arkansas as a result of this unification of effort and support.

#### BAPTIST JUNIOR COLLEGE

The Colby School in New Hampshire, which, at the solicitation of the Board of Education, has become a junior college for girls, is closing its second year with success far exceeding expectations. The buildings are filled with girls, and a new dormitory is nearing completion. The trustees already see the need for more dormitory facilities. Colby has demonstrated the success of this type of school.

Ricker Academy in Maine, which a few years ago seemed to have outlived its usefulness, has taken on new life since it added the first year of college to its curriculum. It has apparently met a real need in a great section of that state and gives promise now of an extended period of usefulness.—From *Nineteenth Annual Report of the Board of Education of the Northern Baptist Convention*.

#### EDUCATIONAL HONOR SOCIETY

Two junior colleges, William Woods, of Fulton, Missouri, and Crescent, of Eureka Springs, Arkansas, have organized chapters Alpha

and Beta, respectively, of Pi Alpha Gamma, an honor education sorority for students in junior colleges and normal schools. The purpose of Pi Alpha Gamma is to promote a professional spirit in the teaching service and to give recognition and encouragement to education students who show high attainments in health, character, and scholarship.

#### MODESTO SECURES NEW DEAN

Dwight C. Baker, for several years university examiner of the University of California, has been elected dean of the Modesto (California) Junior College, to succeed C. S. Morris.

#### OSHAWA MISSIONARY COLLEGE

The Oshawa Missionary College, at Oshawa in the Canadian province of Ontario, is a junior college maintained by the Seventh-Day Adventist denomination. Opening as Buena Vista Academy in 1912, junior college work was added in 1916 and the name of the institution changed to the Eastern Canadian Missionary Seminary. In 1920 it was incorporated under its present name.

#### HIGH-SCHOOL SENIORS ENTERTAINED

The *Idaho Bengal* thus describes the high-school visitors' day held at the Pocatello institution in May:

Over six hundred high-school seniors were entertained by the students of the Southern Branch last Friday. High schools from many of southern Idaho towns sent representatives to this annual celebration.

At one-thirty an assembly was held, during which Dean John R. Dyer spoke on the purpose of attending college. He urged the seniors to consider

carefully what they wanted to get out of college and then to go after it. Eldin Burke, student body vice-president, and F. A. Plastino also welcomed the visitors. Musical numbers were given by the Pep Band and members of the Glee Club.

Under the direction of Professor C. R. Galloway, the students enjoyed an inspection of the buildings of the campus.

#### SPRING TO SUCCEED HILL

Gardiner W. Spring, for several years principal of Santa Rosa High School, California, has been chosen as the successor of Dr. Merton E. Hill as dean of Chaffey Junior College, Ontario, California. Dr. Hill, who has been at Chaffey continuously since its organization as a junior college in 1916, resigned last spring to become professor of education at the University of California. Mr. Spring is a graduate of the University of California and has almost finished his requirements for the Doctorate at that institution.

#### MORRIS TO SAN MATEO

Charles S. Morris has resigned as dean of the junior college at Modesto, California, in order to accept a similar position at San Mateo Junior College. Morris has made a striking success in building up the Modesto Junior College since its organization as the first district junior college in California in 1921. During the past year it has had an enrollment in excess of 800 students. Morris has also for several years been chairman of the legislative committee of the State Federation of Junior Colleges. In this capacity he has been largely influential in securing favorable constructive legislation from the state legislature.

## CHICAGO INSTITUTE

At the summer Institute for Administrative Officers of Higher Institutions, held at the University of Chicago July 8-10, one session was devoted to a discussion of the reorganization of the junior college. Two papers of special interest in the junior college field were given by Dr. Leonard V. Koos, of the University of Chicago, and by John L. Shouse, assistant superintendent of schools of Kansas City, Missouri. The former discussed "Present Trends in Reorganization at the Junior College Level," while the latter reported "The Organization and Content of the Curriculum of the Junior College of Kansas City." It is planned to publish these and other papers in the near future in Volume III of the *Proceedings* of the Institute.

## EUREKA HEAD RESIGNS

After twelve years' service as head of the Eureka Lutheran College, at Eureka, South Dakota, Director G. Sandrock has submitted his resignation in order to take up other work. The *Eureka Arrow* says:

When Director Sandrock took the reins 12 years ago, there was a deplorable lack of everything except obstacles and discouragement. During his twelve years' stay Director Sandrock has secured the erection of new buildings, the installation of up-to-date equipment, the improvement of the campus, the addition of new courses, and the accreditation of both the Normal and Junior College departments. He has watched the number of graduates grow from six to thirty-six. In the annals of Eureka College he will always remain one of the leaders in the field of Christian education in the Dakotas.

## EUROPEAN TRIP

Mrs. R. G. Cox, wife of the president of Gulf Park Junior College, Gulfport, Mississippi, conducted a group of Gulf Park girls on a trip through Europe the past summer. The party sailed from New York June 17 and returned August 21.

## NICHOLS GOES TO ANTELOPE VALLEY

John R. Nichols, who received his Master's degree in education at Stanford University, has been chosen principal of the Antelope Valley High School and Junior College, at Lancaster, California, for the coming year.

## JUNIOR COLLEGE PRESIDENTS

The 1931 *Directory* of Phi Delta Kappa, national education fraternity, indicates that 82 of its members are presidents of universities and colleges, 59 are presidents of teachers colleges, 17 are presidents of normal schools, and 50 are presidents of junior colleges.

## CENTENNIAL CELEBRATION

In June, Westbrook Seminary and Junior College, Portland, Maine, celebrated the one hundredth anniversary of its organization as an institution, the Seminary having been founded in 1831. Junior college work was inaugurated in 1925.

## GIFT TO CHRISTIAN COLLEGE

By the will of Mrs. P. H. Rea, a bequest of \$10,000 has been made to Christian College, Columbia, Missouri, to constitute a permanent memorial scholarship fund to be known as the "Frances A. Rea Memorial Fund."

## Across the Secretary's Desk

### CHANGE IN ANNUAL MEETING

President R. G. Cox announces that the next meeting of the American Association of Junior Colleges will be held in the John Marshall Hotel, Richmond, Virginia, February 19-20, 1932. The decision to change the place of meeting was reached by President Cox after receiving suggestions from a large number of members of the Association and upon consultation with the members of the Executive Committee. The change is in keeping with the suggestion of the Committee on Nominations, which last year recommended that the meeting should immediately precede that of the Department of Superintendence and should be in a city not more than a night's ride from the city in which the Department meets. This meeting is to be held in Washington, D.C., February 22-26.

We regret that the meeting cannot be held in Kansas City as previously scheduled. There are numerous reasons for the Association's meeting in that city as soon as it can be conveniently arranged.

Full announcement regarding program, hotel accommodations, railroad rates, and other items will appear in a later issue of the *Journal*.

DOAK S. CAMPBELL, *Secretary*

### PAST PRESIDENTS—LOUIS E. PLUMMER

Although numerous Californians had been active in the formation of the American Association of Junior Colleges, it was not until the 1925 meeting that a representative from that state was chosen president of the Association. President Plummer, since 1918, had been directing the destinies of Fullerton Junior College, and had gained a place of high respect among

his fellow Californians. When it was suggested that the President of the Association should be chosen from California, President Plummer was unanimously chosen by his colleagues.

The program which he prepared for the Cincinnati meeting gave ample opportunity for presenting the problems of both public and private junior colleges. At this meeting, also, the standards which had been adopted at Memphis in 1922 were revised in a number of particulars. These standards remained unchanged until 1930.

President Plummer was born in Ottoville, Ohio, June 24, 1883. He was educated in the public schools of Ohio and received the degrees of Bachelor of Science and Bachelor of Commercial Science from Ohio Northern University in 1909. He later did additional work in the University of California and the University of Southern California.

After serving seven years as principal of elementary and high schools in Ohio, he became successively head of the commercial department, vice-principal, and principal of the Fullerton Union High School and Fullerton District Junior College, which latter position he has held since 1918. His achievements at Fullerton mark him as a leader in junior college development.

DOAK S. CAMPBELL

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### SARAH LAWRENCE GRADUATION

At the third annual commencement of Sarah Lawrence Junior College, Bronxville, New York, a class of 87 young women were given their diplomas.

## Reports and Discussion

### DEANS OF WOMEN

At the Junior College Section of the biennial meeting of the California Deans of Women Association held at Santa Cruz, April 1, 1931, under the chairmanship of Miss Frances M. Fraser, of Riverside Junior College, four addresses were given regarding various phases of the work of the dean of women in junior colleges. Abstracts of these are given below.

#### OFFICE AND EQUIPMENT

Miss Bertha Green, dean of women at Los Angeles Junior College:

The location of the dean's office is a consideration of the utmost importance. It should be in the most accessible place. After determining on the location we would plan for a suite adapted to all the phases of the dean's work. The suite should consist of a good-sized, light, comfortable outer office or waiting room. Opening from this would be the dean's own office which she alone would occupy. It should have an adjacent lavatory and dressing room, and it would be advantageous also to have a door opening on an outside hall so that a girl after her interview might avoid the embarrassment of being gazed at by the curious eyes of those waiting in the outer office. The dean's secretary should be either in the outer office or in a small adjoining room. Other rooms opening from the outer office would be used for the dean's assistants in charge of social activities, residence halls, vocational advising, and so on. In conjunction with this suite there should be a room which could be used as a conference room or committee room, and either in this room or adjacent to it, there should be a tea service so that late afternoon committee meet-

ings might be refreshed by the cup that cheers, or that visitors from other schools might receive this courtesy.

#### RELATION TO OTHER OFFICERS

Miss Ethel Pope, dean of women at Santa Maria Junior College:

There are three main types of faculty organization as ascertained from personal interviews and letters and by study of bulletins from various institutions over the state: first, the type in which each officer is responsible to the dean, director, president, or principal for certain clearly outlined duties; second, the type in which a cabinet or council of administrative officers, each with individual responsibilities, under the chairmanship of the dean shares with him the responsibility of the college as a whole; and third, the small, loosely organized college in which the administrative officer with the most aggressive spirit and the most time "runs the school"—so to speak.

If the dean can handle only social affairs, or if she is called in only on disciplinary cases, if she has no part in athletic relationships, if she has no voice in educational and vocational guidance—then she cannot deal with the girl as a girl—she can only handle her as a "case" of this or that or the other sort. In order to have a really fair chance to do her job, the dean needs to have charge of the whole girl, and if she can't handle the problem, then in order to settle the question once and for all, she ought at least to have a chance to prove she can't.

#### RELATION TO THE FACULTY

Miss Pearl Clark, dean of women at Chaffey Junior College:

The dean should be, first, of service to the faculty members. This service

may consist of indirect oversight of the health and comfort of the faculty with respect to their school activities—the teacher who insists on teaching when physically unable, the teacher wearing herself out by long evening hours correcting papers—both should be a matter of concern to the dean.

Misunderstandings between faculty members, in faculty attitudes toward the administration or vice versa, between faculty and women students, may call for the services of the dean. Many a dean serves as a safety valve for those with real or imaginary grievances which they must "get off their chests."

The dean may also expect the faculty to co-operate and be of assistance to her in chaperoning groups, interpreting student attitudes and abilities, giving needed attention to selected problem cases, bringing to her attention problems of health, discipline, student relations, student worries, and the like as they come to the teacher's notice.

#### ANALYSIS OF THE DEAN'S JOB

Dr. Elizabeth Balderston, dean of women of San Mateo Junior College:

The dean of women should be the head of the educational program for women students. Even when the guidance program is divided among several advisers, the dean of women should be consulted in cases that offer any unusual problems.

She should be the head of the vocational guidance program for women students, where such a program is attempted.

She should teach a little, to keep in touch with changing educational methods and standards, and to meet the students on a somewhat different footing from the usual one.

She should keep closely in touch with all administrative matters, proposed changes, etc., that affect the girls directly or indirectly.

She should act as the disciplinary

officer for women students, if one should be necessary, concerning herself less with punishment for past offenses than with helpful counsel for future problems.

She should attempt to secure employment for girls who need it, and to see that girls so employed are treated and recompensed fairly.

She should keep a list of approved houses where girls can secure reasonable room and board, and oversee conditions in these houses as far as possible.

She should act as sponsor for the Associated Women Students. Through this organization she will learn to know the student leaders intimately, and may be able to draw girls of less dominant personalities into some measure of leadership, or at least into active participation.

She should keep in touch with matters outside the college world—matters international, national, and local. Whenever possible she should procure able speakers, especially women, to address the girls upon subjects of importance to women, and should bring the girls in touch with people who have achieved some success in the business, professional, or social world.

She should interest herself in the social and intellectual life of the community, belonging to as many organizations as she can find time for. Through contacts made in this way she may often be able to benefit the young women under her care.

She should note carefully the news of the college which finds its way into the local papers. She may be able to influence the nature of the articles submitted to, or accepted by the papers, and so may be able to secure a better type of publicity for the junior college.

She should try at all times to give the impression that she is never too busy to talk things over quietly with those who need help or encouragement. Her main business, after all, is people and not red tape.

**MICHIGAN ASSOCIATION**

The spring meeting of the Michigan Association of Junior Colleges was held at Flint, May 7-8, 1931. Dean G. I. Altenburg presided. All junior colleges, except Jackson, were represented. The annual membership fee was raised from \$5 to \$15.

The legislative committee, under the chairmanship of D. R. Henry, which had drafted a proposed junior college law, was instructed to continue the study with special attention to the lower limits of population and assessed valuation desirable for communities proposing to establish junior colleges.

Following a discussion of the athletic situation, a committee on reorganization of the Michigan Junior College Athletic Conference was appointed, with Mr. Andrews as chairman.

Dean J. R. Effinger, of the University of Michigan, discussed the possibility of closer association between the junior college faculty members and the heads of the various departments at the university. He asked if the junior colleges would favor some plan by which the junior college instructors could work in a university department in the summer in order to familiarize themselves with current practices and standards. The Association voted to approve such a plan if the details could be worked out satisfactorily.

In an address on "The Function of the Junior College," Dr. Effinger presented the results of a careful analysis of the catalogues of the junior colleges of the state. In comparing his findings with his own judgment, he said:

It is still my own belief that the junior college should have two main objectives: first, to cover the work of the first two years of college in its various combinations, and second, to provide one or two terminal years of such general or practical training as may be needed by the various communities in which the junior colleges are located. I do not believe that the junior colleges should attempt to enter into competition with existing profes-

sional schools of any kind. It has therefore been a great satisfaction to discover that the junior colleges of the state are in virtual accord with this general program.

Other addresses were given by Dean J. H. McKenzie, of Port Huron Junior College, "What Manner of Child Attends the Junior College"; and by Dr. J. G. Winter on "The Excavations of Karanis, Egypt, by the University of Michigan." Afternoon conferences were held by various groups.

It was voted to hold the fall meeting at Grand Rapids Junior College.

**TEXAS ASSOCIATION**

The Texas Association of Junior Colleges held its annual meeting in Austin Thursday evening, April 23. B. E. Masters, president, called the meeting to order; V. L. Griffin was secretary. Representatives from seventeen public junior colleges, two state colleges, and sixteen independent junior colleges were present.

Registrar E. J. Mathews of the University of Texas gave a very interesting report, "What Junior College Students Have Done and Are Doing in the University of Texas." In this report, based upon the records of over five hundred students, he showed that the transfer students from the junior colleges to the University made almost the same grades as those students who had taken their freshman and sophomore work in the University. From some schools, the grades were slightly lower. A comparison was made of those students entering the University of Texas from other senior colleges and their records were not so high as those from the junior colleges.

J. J. Delaney, president of Schreiner Institute, read a paper on the subject: "Should Junior Colleges in Texas Foster Fraternities and Sororities?" In the information he gathered from the various colleges only a few encouraged formation of fraternities and sororities.

## Reports and Discussion

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Dean J. R. McLemore, of the Paris Junior College, who is also president of the Junior College Athletic Association, gave a report on "The Present Status of Junior College Athletics in Texas" and went on record as favoring a state-wide organization to include athletics of all junior colleges. A committee was appointed—President B. E. Masters, Dean J. R. McLemore, and Dean Hawks—to make such recommendations for the next spring meeting.

President C. W. Bingman, of South Park Junior College, and President R. G. Boger, of Weatherford College, were chairmen of the two commissions to make reports on the independent and public junior colleges of the state. They gave some interesting facts about the holding power of the junior colleges in Texas. It was shown that from 35 to 65 per cent of the freshmen return the second year as sophomores.

Dr. Frederick Eby, of the University of Texas, discussed the question of "Obstructions to the Growth of the Junior College Movement in Texas." He told of the progress made by many schools in the last decade, and discussed the handicaps that junior colleges were experiencing in Texas. He suggested methods of removing these obstructions, and stated that more legislation was needed for the public junior colleges and more endowment for the independent institutions.

Dean D. W. Boitnett gave an interesting paper on "Second Year Engineering in the Public Junior Colleges." He said that with little added expense the second year of engineering can be given. There are difficulties in Texas, however, on account of the different requirements of the three engineering schools in the state.

President G. W. Gotke of Brownsville Junior College was elected president for the ensuing year; V. K. Griffin, secretary-treasurer.

B. E. MASTERS  
President

### STEPHENS EXPERIMENT AT LONG BEACH

This report is a supplement to previously published reports concerning the experiments by Stephens College (Columbia, Missouri).<sup>1</sup> "Orientation" courses in the humanities and social studies as outlined by Stephens College instructors were given in the junior and senior years of the Woodrow Wilson High School and in the Long Beach Junior College during the year 1929-30.

The reports issued by Stephens College give the medians and standard deviations of each of the different groups considered, but these reports give no figures as to actual gains. The writers of this report have therefore computed the amounts by which the gains of the experimental groups exceeded or fell short of the gains of the control groups. When the experimental group gain is larger than the gain of the control group it is referred to as an excess and when the gain is less for the experimental than for the control group it is referred to as a deficiency.

It was expected that the students in the experimental group would do better than those in the control group in the "Stephens College test" covering the course of study which the experimental group were following. These expectations were confirmed.

In the case of the "standardized test," the control group and the experimental group were about equal in gains. There were six cases of excess in gains and six cases of deficiency in gains for the experimental group.

In the humanities, the deficiencies were in the high school and the excesses in the junior college. In the social studies the excesses were all in the high school and the deficiencies in the junior college. The factors at work which make for this difference of suc-

<sup>1</sup> For earlier reports of the Stephens College curriculum experiments at Long Beach Junior College see *Junior College Journal* (February 1930), I, 242-54.

cess in the two levels of school work are not revealed by the data in the experiment. If it were not for the fact that the experimental groups in both the high school and junior college did measurably better in the Stephens College tests we would be in a position to say that the courses were distinctly adapted to different levels of school work. Under the circumstances, the most probable explanation lies in the fact that the control groups in the high school and the junior college were not true control groups but groups taking the traditional high-school and junior college courses. These control groups differ therefore in the subject-matter they were taking and it seems probable that the traditional courses that were being taken in the high school were better adapted to the content of the standardized tests in the social studies than the traditional courses in the junior college were to the content of the standardized tests.

Similarly it seems probable that the traditional courses taken in the junior college were better adapted to the content of the standardized tests in the humanities than were the traditional courses in the high school.

The orientation courses taken on the average seem to hold their own with the other courses in the junior college and senior high school. This result leaves the question of the desirability of orientation courses subject to further experimentation unless there are definitely other values in orientation courses superior to the values in regular courses not revealed by the results of this testing.

The results of this experimentation show that care must be exercised in the use of pupils in traditional courses as control material. To discover the elusive differences between one curriculum and another one needs very well-chosen control groups. It is doubtful if such can be obtained in a public school without definitely controlling

the curriculum of every individual student.

DAVID SEGEL  
S. L. BRINTLE

LONG BEACH JUNIOR COLLEGE  
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JUNIOR COLLEGE—WHICH WORD SHALL  
BEAR THE EMPHASIS?

Shall the junior college be allowed to develop into a four-year, degree-granting institution? The recent California legislature has just answered this question in the negative.

In fifteen years' work with the junior college I have always interpreted the movement as an upward extension of secondary education. In fact, I was in close touch with the founders of the junior college in this state, Dr. Lange and Dr. Jordan, and believe that this was their interpretation of the junior college. Just as the academy paved the way for the high school, so the lower division of the college with its inrush of students, many of whom never entered the upper division, either owing to scholastic inability or lack of definite purpose, indicated the need of the junior college. Here the young and often immature student can be sounded out and, according to his needs and type of ability, can either be sent on for further professional training or given technical and pre-vocational training leading directly into channels of community service.

To accomplish this ideal I believe that the junior college must be definitely a part of the secondary system. The two-year independent unit has no roots in the soil of community life and soon begins to feel its "collegiate oats." If the junior college is a definite part of the secondary system of a district or city it is naturally the pride of its community and is satisfied in serving its community. If, however, it is the representative of a group of cities with no common tie or is isolated from its parent source by virtue

of its location and organization, it begins to look about for something definite to which to tie. Collegiate ideals, the Bachelor of Arts degree, college spirit, athletic laurels, are naturally the lights that loom up ahead where the vision is all in that direction rather than toward community life and its needs.

Some, I know, feel that the danger is not great and that the writer is "fighting windmills." I recently talked with the head of an isolated junior college in the state who admitted that he expected the time would come when seven or eight smaller junior colleges would feed into his four-year institution and he, in turn, would send his product to the graduate school of the state university. Only recently I sat in a junior college auditorium in the southland and heard a leading educator of the state predict that that junior college would in a few years be a four-year, degree-granting institution. He was loudly applauded by his local audience.

Unless the aims of our junior colleges are clarified, and unless some thoughtful attention is given to the establishment of junior colleges in the future, the danger which I am trying to point out will become real and will not only menace the power and prestige of our great state university and other splendid universities and colleges, but will weaken and divert the real mission of the junior college.

F. S. HAYDEN, *Principal*

CITRUS UNION HIGH SCHOOL AND  
JUNIOR COLLEGE, AZUSA, CALIFORNIA

#### MICHIGAN TEST SURVEY

Nineteen institutions of higher learning in Michigan, under the direction of the Bureau of Educational Reference and Research, co-operated in an investigation in which a battery of tests was administered to more than five thousand students entering these institutions for the first time in Sep-

tember 1929. The tests consisted of the following: American Council on Education Psychological Examination, Iowa Placement Examination in Mathematics, and Iowa Placement Examination in English. According to specific plans outlined by the bureau, each institution assumed responsibility for administering the tests at the beginning of the school year, for scoring the tests, and for sending the results to the bureau.

While the final results are not yet available for publication, a preliminary summary of the median scores of the three tests is presented for eight four-year colleges, seven junior colleges, and four teachers colleges. From the data in the table it will be noted

MEDIAN SCORES ATTAINED BY FRESHMEN IN GROUPS OF MICHIGAN COLLEGES, SEPTEMBER 1929

Test	University and		
	Junior Colleges	Four-Year Colleges	Teachers Colleges
<i>American Council</i>			
Total .....	157.1	152.7	129.9
Men .....	147.5	154.9	124.4
Women ...	146.8	149.6	132.7
<i>Iowa</i>			
<i>Mathematics</i>			
Total .....	23.7	28.0*	21.0
Men .....	28.6	31.9*	21.9
Women ...	18.3	21.4*	20.2
<i>Iowa</i>			
<i>English</i>			
Total .....	106.1	102.5*	92.4
Men .....	95.6	95.6*	70.7
Women ...	119.1	115.5*	104.0

\* Michigan State College is not included.

that the junior college group tended to achieve somewhat lower scores on the American Council on Education Psychological Examination and the Iowa Placement Examination in Mathematics, but higher scores on the Iowa Placement Examination in English than the university and four-year college group. The junior college group is superior to the teachers college group on all three of the tests. If the data for the university were isolated from the four-year colleges,

the median scores on the American Council on Education Psychological Examination for the junior college group would approximate the median score attained by the four-year college group.<sup>1</sup>

Data were also obtained regarding the occupations of the fathers of the students attending the junior colleges. For the group of 842 junior college students the average scores on the American Council Examination and the percentage of these students in each group are as follows:

Occupation of Father	Average Score	Percentage of Total
Teachers .....	192.5	1.5
Clerical .....	163.0	3.4
Professional .....	154.5	14.4
Semi-skilled .....	150.0	3.6
Business Executives ...	149.5	9.1
Salesmen .....	149.5	10.6
Business Owners .....	144.1	15.0
Artisans .....	143.4	18.9
Minor Executives .....	140.0	3.1
Farmers .....	137.8	5.6
Unknown .....	142.1	14.8

#### ARKANSAS RECOMMENDATIONS

The report of a survey of the state-supported institutions of higher learning in Arkansas has recently been published by the United States Office of Education. It is a bulletin of 139 pages. The Survey Commission was composed of Arthur J. Klein, formerly of the Office of Education and now of Ohio State University; John W. Withers, dean of the School of Education of New York University; and William B. Bizzell, formerly president of the University of Oklahoma. Included in their group of 49 specific recommendations are the following dealing with the state-supported junior colleges of Arkansas:

The junior colleges still have a function to perform in providing the eleventh

<sup>1</sup> A detailed report of this investigation will be published by the Bureau of Educational Reference and Research, University of Michigan, sometime during the current school year.

to twelfth grades of secondary school education to overage pupils and to local communities during the period during which standard high schools are being developed. The commission recommends that the junior colleges be developed as intermediate schools offering continuous integrated curricula comprising the eleventh, twelfth, thirteenth, and fourteenth grades.

The junior colleges should be encouraged and assisted by the State Department of Education to make their summer schools effective agencies of teacher training.

For many years to come the state will be required to depend to a considerable degree upon the junior colleges for the training of a number of new elementary teachers and for the further education of teachers already in service in the districts in which these institutions are located. It is, therefore, essential that the standards, practices, and programs of these institutions, in so far as they relate to teacher training, be subject to co-ordination with the work of the state teachers colleges and the state program of public education.

The local junior colleges should not serve merely as educational agencies preparatory to entrance to the third year of the university, but should direct the major portion of their energies to the education of students who look forward to a maximum of two years of college work prior to entry upon some form of gainful occupation. Studies should be made to discover the demand that exists or that can be created for graduates of the junior colleges in the fields of business, commerce, trades, and semi-professions, and curricula should be designed to provide the training required by such positions.

A co-operative employment and placement service for junior college graduates may well supplement the educational preparation provided by the junior colleges.

It is recommended that the junior colleges of the state be united under common control and provided with a single authoritative body to interpret their functions and relationships. In the opinion of the survey commission this single board may well be the State Board of Education. It is suggested that the local junior college boards be retained in an advisory capacity and for the purpose of representing the institutions to the local constituency.

## Judging the New Books

Edited by John C. Almack, Stanford University

WALTER CROSBY ELLS. *The Junior College*. Houghton Mifflin Company, Boston. 1931. 833 + xxviii pages.

That eagerly awaited book, *The Junior College*, by Professor Walter Crosby Eells of Stanford University, has reached my desk. It well deserves a place in the Riverside Series of Textbooks in Education, along with Inglis' epoch-making *Principles of Secondary Education* and its more recent successor, Douglass' *Secondary Education*, Cubberley's *The History of Education* and *Readings in the History of Education*, Chapman and Counts's *Principles of Education*, Thomas' *Principles and Technique of Teaching*, Terman's *The Measurement of Intelligence*, and other volumes of that especially reliable and stimulating series, without a knowledge of which no educator can consider himself thoroughly informed on present-day educational theory and practice.

Dr. Eells's book does for today what Dr. Koos's book did for half a decade ago, thus bringing a presentation of every phase of the junior college movement down through the year 1930. The book is well written. By avoiding monotonous repetition, Dr. Eells has escaped one of the pitfalls into which more than one writer of educational textbooks has fallen. The book is full of information one desires without being so crowded with tables of statistics and graphs as to resemble the United States Census publications rather than a textbook. In fact, the book is so interestingly written, with such clarity of expression, that an educator, a student of education, a classroom teacher, or a layman who wishes to obtain a clear, systematic

statement of the development, the present status, and the probable future of the junior college as a unit in American education can do so without becoming sidetracked by the intrusion of an excessive amount of statistical information and explanations of the technique employed in arriving at the information and conclusions that are presented.

The book will be welcomed, not only for these reasons, but also for the additional reason that it comes from the pen of one of the three men in America who are probably best informed on the junior college movement. It will play an important rôle in the further development of this new and lusty child among educational institutions.

THEODORE HALBERT WILSON\*

EUGENE HILTON. *Junior College Book List*. University of California Press, Berkeley. 1930. 84 pages.

EDNA A. HESTER. *Books for Junior Colleges*. American Library Association, Chicago. 1931. 134 pages.

For the junior college librarian, dean, or instructor who is trying to build up an efficient library, these two publications offer the best available lists from which to select books that have proved their value in use. They represent the pooled judgment of highly qualified men as to what material junior college and lower division students should have access to in the college library.

Hilton tells us that his list "repre-

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sents some of the more practical aspects of a thesis entitled 'Determination of Collateral Reference Books Required in Basic Junior College Courses.' This study was made in the Department of Education of the University of California."

Comprehensive book lists for 32 junior college and lower division college courses were prepared by Hilton and submitted to 928 instructors in 50 selected junior colleges, and to 265 instructors in 12 universities and colleges. They were instructed to rank the books as to value, and to classify them into four groups, in order of importance.

These lists were then tabulated and a scheme of weighting was used from which he derived a ranking of 4,776 books. The published list includes, in order of rank, the upper half of the books recommended for each of the 32 courses. With each title is included the name of the author, the date of publication, the publisher, and the price. The author calls his method of selecting the titles "the educational method par excellence" and claims that "it presents in rank order defensible lists of books for specific purposes."

Miss Hester's book is the "suggested list of books for junior college libraries"<sup>1</sup> for which readers of the *Junior College Journal* have been waiting since Miss Ermine Stone told of its preparation by the American Library Association.

Miss Hester, who is librarian of Pomona Junior College, tells us her lists were growths rather than compilations and that "nearly all the better-known universities and colleges, both four-year and two-year, have assisted on from one to eight lists." Her work was begun at Pomona for the junior colleges of California but extended under the direction of the American Library Association to the whole country.

<sup>1</sup> *Junior College Journal* (October 1931), I, 29.

In method and in scope it is similar to the Hilton list. She has listed 3,811 titles arranged in 32 groups to correspond to lower division subjects. Her group headings vary somewhat from Hilton's in that she combines the two-year language courses into one group, and omits three of his classifications: biology, freshman orientation, and public speaking. She, in turn, has added seven groups: general periodicals, general reading, home economics, mathematics, music, philosophy, and reference books. She has further subdivided each group into several fields to classify the title more specifically. In addition to the name of author, date of publication, publisher, and price, she has inserted the Library of Congress number of each title.

The books of the Hester lists are not arranged in rank order of value, but about 30 per cent of the titles are starred for first purchase. However, she does not indicate the criteria by which these starred titles were determined.

Since these two lists have a similar purpose, and were compiled in the same year, one would expect them to duplicate each other in a large measure, and that Miss Hester's starred titles would correspond somewhat to Hilton's upper ranking titles. We do not find this agreement, however. There are 6,167 titles listed in the two volumes, but only 768 of these, or 12 per cent, are listed in both. Furthermore, of Miss Hester's 1,191 titles starred for first purchase, only 324 are found in Hilton, and only one-third of this small number are found in his upper tenth.

In listing books for certain subjects, notably American literature and journalism, the authors agree quite closely, but differ widely in the fields of science and education. Of Hilton's first ten titles in educational psychology, presumably those "of sufficient value to make their use absolutely essential to the proper giving of the

course," only one is listed by Miss Hester. Likewise she includes only two of his first ten in general psychology, three in chemistry, and four in economics.

Other differences of less significance are noted: Hilton ranks Funk and Wagnall's *New Standard Dictionary* number one, and Webster's *Dictionary* number 18. Miss Hester stars Webster but not the *New Standard*. He ranks Crabb's *English Synonyms* number three, Charlotte Brontë's *Jane Eyre* number eight, Longfellow's *Poems* number nine, Holmes's *Poems* number 21, MacDonald's *Documentary Source Book of North American History* number three, all of which books are omitted in Miss Hester's lists.

Such differences would not be unusual had the lists been prepared by two individuals, but these lists are the products of instructors teaching the subjects in college courses, many of whom were instructed to check the books absolutely essential to the proper giving of their course. Thus the lists reflect disagreement among instructors as to what collateral reading is essential in any given course. This does not then lessen the value of either list, but it does prevent either from claiming to be the minimum essential list for a small junior college.

A tabular analysis of Miss Hester's treatment of the first ten titles in each of Hilton's lists is given below.

	Listed	Starred	Omitted
Art .....	7	4	3
Education			
History of Education ..	4	2	6
Educational Psychology ..	1	1	9
General Psychology ..	2	2	8
English			
American Literature ..	9	9	1
English Literature ..	8	5	2
Freshman English ..	6	1	4
Public Speaking ..	0	0	10
Foreign Language			
French .....	5	1	5
German .....	6	1	4
Latin .....	8	5	2
Spanish .....	9	4	1
Journalism .....	10	3	0

Science	Listed	Starred	Omitted
Biology .....	8	6	2
Botany .....	5	3	5
Chemistry .....	3	3	7
Geology .....	9	7	1
Hygiene .....	5	3	5
Physics .....	9	6	1
Zoölogy .....	8	6	2
Social Studies			
American History ...	8	0	2
Economic History, U.S. ....	4	3	6
English History .....	7	4	3
History of Western Europe .....	10	7	0
Economics .....	4	4	6
Political Science .....	8	7	2
Sociology .....	7	4	3
Orientation .....	3	1	7

Of the two, Miss Hester's work gives the reviewer the impression of being more carefully edited and on the whole of more value. She lists some 60 per cent more titles and several important fields, and seems to be more successful in weeding out old editions. Hilton has put more stress on the technique of selection, but one who does not appreciate his "educational method par excellence" may question its results. His method assumes that the best book in each field is the most popular one, which may not be the case. It is even possible that the best book in a field is too new to be well known, and because of this fact it would rank low in his list. Indeed, this may account for his giving such high rank to old editions. For example, F. W. Taussig's *Principles of Economics*, 1921 edition, ranks number two, and the 1927 edition of the same book is overlooked. Likewise, H. C. Sherman's *Chemical Analysis of Foods and Nutrition*, 1918 edition, is given a place, while the 1926 edition is omitted. Errors of this type are all too numerous, and are doubtless due to his method of selection and lack of care in editing.

However, until further experiments determine a more effective use of collateral reading, or until new books make a revision necessary, these two books should be in every junior col-

lege, and among the tools of all students of college administration.

W. L. IVERSON\*

*First the Blade.* California Intercollegiate Anthology of Verse, Volume IV. San Bernardino Junior College. 1931. 86 pages.

Thirty-two colleges and universities are represented in this, the fourth volume of the Intercollegiate Fellowship of Creative Art. Fifteen are junior colleges. Winners of first places were Rachel Harris Campbell, of San Diego State College; Nanelia Siegfried, Stanford; and Miriam Buck, Pomona. The award for the frontispiece drawing went to Gene Clements of the San Bernardino Valley Union Junior College.

The student editor, William Robert Miller, states that nearly one thousand poems in all were submitted to the staff for consideration. "The staff with reluctance has set aside much verse which in idea, imagery, or technique is but little short of excellence." All these rejections have been bound, and the inference is that they are available to readers in the junior college library at San Bernardino.

Miss Campbell was adjudged to be the poet of "greatest significance and promise." She has four poems in the volume: "Katharsis," "To Kay," "Vows," and "Circe." The first is a memorial to Ruth Alexander. It has two or three good lines: "the keen chastity of blade that slew Camilla," "and the wide mercy of flame and sound when Cavell died." It is also a "little short of excellence." "Drowned in the moan of surf, dull with her motor's throb," has a dubious meaning; and "their hour of dark lone pain swept clean by their life's ecstasy" is contradictory of the theme. Nevertheless, Miss Campbell does show promise and the award was well deserved.

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Margaret Bayley, though unrecognized by a prize, has a sincere and touching little poem which she calls "Seventeen." Youth can pass no sharper criticism on smug convention than this, and it is regrettable that "flying skates on sunny walks" mean anything other than "a throbbing joy." Two bits of verse by Mary Louise Briggs: "Sanctuary," and "A Golden Hour," reveal an accuracy in observation and an emotional coloring that are not equaled by anyone else represented in the volume. One wishes she had omitted "bee-wild," and one wonders where she learned of "paw-paw thickets" and of "mellilot." "Folded in petals that dim noise in satin" fails somewhat of truth.

With the single exception of Miss Campbell's humorous verse, the reviewer is of the opinion that the other offerings in that class are neither poetic nor humorous. There can be little excuse for including such verse as "Alas! I am no Poet," when one had a thousand subjects from which to select. The same is true to a lesser degree of "Lines." Poems in the style of Hiawatha likewise prevent truly creative work.

There is also a dearth of modern subjects. This is encouraged by the offer of the Redlands Round Table for poems using Arthurian theme or background. Next to the so-called humorous verse, the Arthurian poems are the least creditable as a class. The most severe criticism is due not to the students, nor to their verse, but to the failure of English teachers to give a clear and valid understanding of beauty. As an illustration, Emily Edwards in "Cities" presents a false and distorted point of view, yet one which is thoroughly traditional. There is no use to select a modern subject, if one treats it after the old fashion.

If the reviewer were to assume the Olympian attitude, he would advise: (1) withholding the award for humorous verse unless something really

worthy was presented; (2) withdrawing the award for verse using the Arthurian theme or background; (3) the offer of an award for verse using a modern theme and representing a modern conception of beauty; and (4) the statement and clarification of the theory of beauty. Finally, the Inter-collegiate Fellowship of Creative Art deserve commendation as patrons of one of the few and promising enterprises designed to encourage and afford an opportunity for collegiate literary expression.

**CHARLES BIRD.** *Effective Study Habits.* The Century Company, New York. 1931. 247 pages.

The chief conclusion in this text is to the effect that "the acquisition of specific skills rather than the learning of rules underlies the attainment of knowledge as measured by academic success." After six years of teaching students how to study, the author finds that "practice in study techniques contributes to more effective scholarship," and that "capable students profit most from training." Class instruction in "How to Study" has taken the place of individual helping.

The first section takes up the subject of incentives. The author classifies incentives as praise and reproof; reward and performance; and competition and performance. He does not review much of the literature of the subject, and appears to be unaware of the most significant investigations. He has "a strong conviction that students having a professional objective take scholarship more seriously," but also fails to offer proof. This failure to familiarize himself with the research basic to conclusions on study methods and practices is the weakest part of the book.

The second section is entitled "How to Plan Activities in College," and tells how to keep a record and make a plan.

In this part, a better use of research is made than in Part I. The other topics in order are: how to study intelligently, how to read effectively, how to make useful notes, how to write papers, and finally the causes and prevention of failure. Very little notice is given to the great amount of material on causes of failure; and the references to personnel methods are scattering and local.

A few subjects are inadequately treated. An example is to be found in the sub-topic "Using the Library," to which two pages are given. Probably few would accept the statement that all composition may be divided into two classes: the composition of ideas and the composition of images. Following this statement, one paragraph treats the finding of materials, with emphasis upon the use of one's own experience. In the second paragraph, the author apparently assumes that the directions for finding facts or ideas are sufficient, for he says: "Having thus obtained and listed a considerable amount of workable material from his experience and his reading or *research* . . . he has reached the stage of organization." The sense in which the word "research" is used is not clear, but few would agree that the directions which have been given on the specific topic are adequate.

The book makes a concise, well-systematized, and quite practical program for one who has the duty of directing study. It is generally readily understandable and a minimum of attention is given to theory. The style is straightforward and sincere. There is considerable illustrative matter, and the text serves very well as an introduction to the problem. It is hoped that the writer will continue his work in the field and give us a complete, analytic, and critical review of the contributions that have been made, as well as a thorough and practical application to the study program.

## Bibliography on Junior Colleges\*

- 1435 (SUPPLEMENTARY). WRIGHT, WILLIAM HARDCastle, "Vocational Commercial Education in the Junior College," Berkeley, California, 1929, 100 pages, 18 tables, bibliography of 52 titles.

Unpublished Master's thesis at the University of California. The junior college must offer two curricula, one for students who are going on to the university, the other for those whose formal education will culminate with the junior college. About half the students who enter the college of commerce in our universities do not go beyond the second year. The field in which the junior college can excel is that of offering two-year terminal courses for students who plan to enter the semi-professional commercial occupations.

- 1567 (SUPPLEMENTARY). LOFTIS, J. WESLEY, "Curricular Offerings of the Public Junior Colleges Maintained as Parts of the Public School Systems," Washington, D.C., 1928, 72 pages, 19 tables, 3 figures, bibliography of 15 titles.

Unpublished Master's thesis at George Washington University. A comparison of the entrance requirements of junior colleges with those of liberal arts colleges. Comparison of the course offerings in subject fields. Comparison of the subject preparation of faculties. Comparison of the courses offered by junior college graduates with those offered by students in standard liberal arts colleges from the first two years.

- 1682 (CORRECTION OF ERROR). Master's thesis credited to Clement S. Cox, should read Clement S. Fox.

1885. ALLEN, EDWARD J., "Seth Low Junior College," in *Columbia University*

\* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

*Bulletin of Information*, June 27, 1931, 356-65.

Annual report of the acting director to the president of Columbia University. Reviews progress and needs of the institution, for the academic year ending June 30, 1930.

1886. ASSOCIATED STUDENTS OF LOS ANGELES JUNIOR COLLEGE, *Junior Campus*, 1931, Vol. II, Los Angeles, California, 1931, 242 pages.

A very exceptional junior college annual artistically designed, elaborately printed in colors, profusely illustrated with excellent photographs and modernistic title pages. An unusual feature is a group of seven pencil etchings of buildings and campus. Dedicated to Dr. W. H. Snyder, "a pioneer in the semi-professional curricula, Dr. Snyder has brought to American education a new type of college training. The theme of this book is the spirit and the philosophy of the educator and the man. . . . Our theme depicts various phases of a new type of college training, semi-professionalism, a venture in a new direction and one which is destined to prove a potent factor in the world of education and of business. Founded upon the belief that the ends of education should shape the means thereof, this new type of college training embodies a blending of technical and academic subjects hitherto undeveloped in American institutions of learning. In art work and in photographs, therefore, this volume tells the story of semi-professional education. The note of modernity symbolizes this trend in education."

1887. ATKINSON, W. K., "The Academic and Professional Preparation of Junior College Instructors," Urbana, Illinois, 1930, 61 pages, bibliography of 12 titles.

Unpublished Master's thesis at the University of Illinois. Data were obtained from published statements, from catalogues of 75 junior colleges, and from letters from 30 superintendents and deans. Conclusion reached is that "the academic training, as marked by degrees held, places the preparation of junior college instructors of the country as a whole on a high level."

1888. BAUER, H. L., "Introductory Course in General Zoölogy in California Colleges and Universities," *California Quarterly of Secondary Education* (June 1931), VI, 327-30.

Report of a questionnaire investigation of 75 per cent of the California colleges, including junior colleges. Outlines a junior college course in zoölogy.

1889. BOYCE, W. T., "The Relation of the Junior College to the Pacific Coast Association of Collegiate Registrars" (Abridged), *California Quarterly of Secondary Education*, (June 1931), VI, 437-39.

Historical résumé since organization of the Association in 1926. Twelve junior colleges were represented at the 1930 meeting. "If education today is in a dilemma, the junior college is near the center of the dilemma. . . . Junior and senior colleges can better understand their respective functions if each understands better what the other is trying to do."

1890. BROWN, B. WARREN, "The Significance to the Churches of the Junior College Developments," *Bulletin of the Association of American Colleges* (May 1931), XVII, 259-80.

Considers growth of the movement, claims of protagonists and threat to senior college type, major social factors in junior college movement, analysis of educational factors involved, and relation of church colleges to junior college type. "The junior college stands no closer to the local church, to the religious education work and church school, or to the summer conference work, than does the senior college. On the other hand it lacks the leadership, richness of offering, completeness of equipment, well-organized environment, financial and educational solidarity, and a score of lesser qualities that characterize the senior college at its best."

1891. BROWN, CLARENCE H., "The Junior College," Providence, Rhode Island, 1929, 76 pages, 8 tables, bibliography of 37 titles.

Unpublished Master's thesis at Brown University. A canvas of standards for junior colleges as set up by accrediting agencies and an analysis of administrative methods, equipment, and costs. The junior college promises to meet a pressing need in relieving the univer-

sities of much of their secondary teaching, to bring higher education nearer to the people, to give semi-professional training, and to aid in making choices of life careers early.

1892. BULLARD, CATHERINE L., "Student Activities in Junior Colleges," Minneapolis, Minnesota, 1929.

Unpublished Master's thesis at the University of Minnesota. A study of conditions in 110 junior colleges of all types in all parts of the country. Total number of activities found, 175; median number in public colleges, 14, in private colleges, 19. Older schools have greater number of activities. Average number of activities of different types: athletic, 5.4; literary, 3.4; social-civic, 2.4; musical, 2.3; religious-moral, 0.9; scientific, 0.6; etc.

1893. BUTLER, N. M., and MUDGE, I. G., "Universities in the United States," in *Encyclopedia Britannica*, Fourteenth Edition, 1929, XXII, 875.

States that of the 200 junior colleges in the United States in 1922, 125 were reorganized small colleges.

1894. CALIFORNIA SCHOOLS, "A Study of Junior College Students' Records," *California Schools* (May 1931), II, 187-88.

Report of an intensive study of the records of junior college students at Santa Rosa Junior College.

1895. CARPENTER, W. W., "Records of Public Junior Colleges of Missouri," *Peabody Journal of Education* (May 1931), VIII, 348-61.

Brief discussion of record forms as used in the 8 public junior colleges of Missouri. Samples of 30 of these record forms are reproduced, dealing with individual pupils, pupils in groups, teachers, business procedure, and requests to alumni.

1896. CASSEL, ALMA, and WOLF, EDNA, "Overlapping in Literature and Mathematics," *California Quarterly of Secondary Education* (June 1931), VI, 322-26.

A study of overlapping between courses of high-school and junior college grade in English literature and mathematics at Pomona, La Verne, and Whittier colleges.

- 1897.** CHAMBERLAIN, LEO MARTIN, "The Housing of Thirty Public Junior Colleges of the Middle West and Tentative Standards and Principles relating to Buildings, Equipment, and Associated Administrative Problems," Bloomington, Indiana, 1930, 283 pages, 36 tables, bibliography of 35 titles.

Unpublished Doctor's dissertation at Indiana University. Based upon personal visits to 30 colleges in 6 states. Finds that existing buildings and equipment, which are in some cases decidedly inadequate, are in large measure determining the curriculum of the junior college and the administrative and educational organization. An effective junior college program of studies will make peculiar demands on housing and equipment which are only rarely met by existing high-school facilities. Buildings of a junior college should be planned in terms of predicted enrollment, administrative and educational organization to be adopted, and the program of studies to be offered.

- 1898.** CHAMBERS, H. H., "Efficiency of the Junior College," *Texas Outlook* (June 1931), XV, 16.

Summary of investigation of records of 631 students in 24 Texas junior colleges who transferred to senior colleges in 1928-29. Conclusions are: (1) the work of the junior colleges of Texas is up to standard; (2) the graduates of these schools are prepared to do a higher grade of work in senior college than those students who did their freshman and sophomore work in senior college; (3) there are fewer failures among the junior college graduates than among those who begin their college work in senior institutions.

- 1899.** CHESNUT, INEZ, "Vocational Guidance through Reading in the Junior College Library," Omaha, Nebraska, 1931, 77 pages, 4 tables, bibliography of 97 titles.

Unpublished Master's thesis at Creighton University. Stresses the vocational guidance function of the junior college. The junior college library stands in close relation to the program of the institution. Its vocational guidance function is to be considered in terms of opportunity to guide through reading activities and through books to assist in occupational choices.

- 1900.** CHRISTIANSEN, ERNEST MARTIN, "Essential Laboratory Equipment for Physics in the Junior College," Stanford University, 1931, 45 pages, 5 tables, 1 figure, bibliography of 6 titles.

Unpublished Master's thesis at Stanford University. Based upon check lists of physics equipment received from 68 junior colleges in 21 states. Number of students taking physics varied from 3 to 290; value of equipment from \$715 to \$14,395. Based upon the lower quartile, the conclusion is reached that a minimum of \$2,750 is necessary to equip adequately a junior college for physics courses, with \$15 additional for each student enrolled in the subject. Most essential apparatus is indicated in detail.

- 1901.** CLOUD, A. J. (secretary), "Conference of Western Association of Colleges and Secondary Schools," *California Quarterly of Secondary Education* (June 1931), VI, 457.

Announcement of appointment of committees of the Commission on Curriculum to study a number of junior college problems.

- 1902.** COTTON, MAURICE LAFAYETTE, "The Local Public Junior Colleges in Oklahoma," Norman, Oklahoma, 1929.

Unpublished Master's thesis at the University of Oklahoma.

- 1903.** DAVIS, HORACE LEONARD, "Some Aspects of the Financing of Eleven Private Junior Colleges of Kentucky," Lexington, Kentucky, 1931, 121 pages, 41 tables, 5 figures, bibliography of 13 titles.

Unpublished Master's thesis at the University of Kentucky. An analysis, based upon data collected in person, of (1) sources and extent of support, (2) current educational expenditures, (3) unit costs of instructional salaries, and (4) accounting procedures. Finds median expenditures for current educational purposes of \$14,000; per capita median expenditure of \$191; median enrollment of 78; median percentage of faculty turnover 1925-30 of 33 per cent.

- 1904.** DAVIS, RAYMOND E., "Semi-Professional Curricula in Junior Colleges" (Abridged), *California Quarterly of Secondary Education* (June 1931), VI, 434-37.

"So far as the public junior college is concerned, I believe that it would the more quickly reach its place in the sun if it could abandon entirely the aca-

- demic work of the lower division of the university and devote its entire attention to the work of semi-professional training."
1905. DOUGLASS, AUBREY A., "Relation of the Junior College to the Four-Year College" (Abridged), *California Quarterly of Secondary Education* (June 1931), VI, 431-33.  
A detailed statistical study of the educational destination of high-school and junior college graduates in California. "More than twice as many fully recommended students are attending the junior colleges as are enrolling in all the liberal arts colleges in the state." Enrollments in liberal arts colleges have shown little if any increase since 1927. "At first the high-school graduates dislike the idea of two more years in the local institution. When the junior college has been established ten or fifteen years, however, this feeling has all but disappeared."
1906. EBY, FREDERICK, and PITTINGER, BENJAMIN F., "A Study of the Financing of Public Junior Colleges in Texas," *University of Texas Bulletin No. 3126, Bureau of Research in the Social Sciences Study No. 1*, Austin, Texas, July 8, 1931, 80 pages, 24 tables, bibliography of 11 titles.  
A detailed study based upon extensive and detailed information received from the public junior colleges of the state.
1907. EDUCATIONAL RESEARCH BULLETIN, "Higher Educational Aspirations of Junior College Students," *Educational Research Bulletin* (May 13, 1931), X, 274.  
Abstract of article by W. C. Eells and H. F. Jones in *California Quarterly of Secondary Education*, April 1931. See No. 1842.
1908. EILLS, WALTER CROSBY, *The Junior College*, Houghton Mifflin Co., Boston, Massachusetts, 1931, 833 pages, 82 tables, 43 figures.  
In the series of "Riverside Textbooks in Education," edited by Ellwood P. Cubberley. Reviewed in this issue. See page 53.
1909. EILLS, WALTER CROSBY, "Junior Colleges," in *Record of Current Educational Publications*, July-December 1930, United States Office of Education Bulletin, No. 3, 1931, 37-43.  
Annotated bibliography of 67 of the more important publications in the junior college field for July to December 1930.
1910. EILLS, WALTER CROSBY, "Junior Colleges," in *Record of Current Educational Publications*, January 1-March 31, 1931, United States Office of Education Bulletin, No. 9, 1931, 40-45.  
Annotated bibliography of 53 selected titles.
1911. ENGEL, E. F., "Junior Colleges in Kansas," *The Kansas Teacher* (September 1928).
1912. FRASIER, GEORGE WILLARD, and ARMENTROUT, WINFIELD DOCKERY, *An Introduction to the Literature of Education*, Scott, Foresman and Co., 1931, 562 pages.  
A book of supplementary readings. Contains two on the junior college: "The Purpose of the Junior College," by F. L. Whitney, from his *Junior College in America* (pp. 328-29); and "Functions of the Junior College," by W. W. Charters, from *Proceedings of the National Education Association* (pp. 329-37).
1913. GATTIS, WALTER ESTELLE, "Certain Conditions Which Justify the Establishment of Public Junior Colleges," Nashville, Tennessee, 1928, 77 pages, 10 tables, 3 figures, bibliography of 36 titles.  
Unpublished Master's thesis at George Peabody College. Attempts to set up criteria to determine how a community may ascertain whether it should establish a public junior college. Based upon a questionnaire to public junior colleges, letters from outstanding students of the movement, and a review of the literature. Sets up four groups of criteria for determining (1) need for a public junior college, (2) cost of a public junior college, (3) ability to support a junior college, and (4) willingness to support a junior college.
1914. GODFREY, LAWRENCE W., *The 1930 Makojanjan*, Wessington Springs, South Dakota, 1931, 106 pages.  
College annual published by the students of Wessington Springs Junior College. Profusely illustrated.
1915. HALE, WYATT W., "Comparative Holding Power of Junior Colleges and Regular Four-Year Colleges," *Bulletin of the American Association of Collegiate Registrars* (April 1931), VI, 305-16, 4 tables.  
Reprint of article by same author in *Phi Delta Kappan*, October 1930. See No. 1685.

1916. HAMMOND, D. K., "The Junior College Honor Society—State and National," *California Quarterly of Secondary Education* (June 1931), VI, 441.
- Phi Theta Kappa has 39 chapters in the country. Conditions for membership outlined. There are honor societies in 16 California junior colleges. "In Santa Ana we have discovered so far no serious disadvantages in maintaining both organizations. Eventually Phi Theta Kappa can and should supplant the state society."
1917. HESTER, EDNA A., *Books for Junior Colleges*, American Library Association, Chicago, Illinois, 1931, 194 pages.  
Reviewed in this issue of the *Junior College Journal*. See page 53.
1918. HILL, CALEB L., "The Place and Value of the Junior College in American Education," Norman, Oklahoma, 1924.  
Unpublished Master's thesis at the University of Oklahoma.
1919. HILL, MERTON E. (chairman), "Report of the Affiliation Committee," *California Quarterly of Secondary Education* (June 1931), VI, 442-48.  
Includes report on relations of the University of California and junior colleges in the state.
1920. HOPKINS, ROBERT J., "Development of Forms and Records for Junior Colleges" (Abridged), *California Quarterly of Secondary Education* (June 1931), VI, 439-40.  
Presentation of a detailed plan for uniformity of records.
1921. HOWARD, LOWRY S., *The Story of Menlo*, Published by the School (Menlo Junior College), Menlo Park, California, 1931, 23 pages.  
A little book giving the history of Menlo School and Junior College, the objectives of the trustees in reorganizing the institution, and plans for its future development.
1922. HUGHES, JOHN E., and CLARE, RICHARD M., *Oswet 1931*, San Bernardino Valley Junior College, California, 1931, 73 pages.  
The record of a college year that is refreshingly different from the usual college annual. A small neat volume in black cloth that looks more like a book of poetry than an annual. "The volume is intended to follow the precepts of good book-making, rather than annual-making, as it has come down through the centuries from the great masters to us of the present. Making up the text of the book is a series of individual sketches, each intended to present some phase or aspect of college life in a pleasing manner."
1923. HULLFISH, H. GORDON, "The Opportunity of the Junior College," *Educational Administration and Supervision* (March 1931), XVII, 195-204.  
An address before the Division of Higher Education, Ohio State University. "If the junior college persists in its intention of functioning as a specific service institution for the graduate and professional schools, and of providing particularized training of a semi-professional sort, at the same time professing to foster a liberal education, it is hardly the act of a pessimist to suggest that such a junior college will not make a lasting contribution to our educational progress. . . . The junior college seemingly has viewed itself as an educational service station. . . . Actually, its opportunity lies in another direction. It may re-introduce us to a tenable conception of a liberal education."
1924. JOURNAL OF EDUCATION, "Western Reserve Has Junior College," *Journal of Education* (June 1, 1931), CXIII, 587.  
Announcement of establishment of junior college division of Western Reserve University.
1925. JOURNAL OF EDUCATION, "Junior Colleges Showing Gains," *Journal of Education* (June 1, 1931), CXIII, 588.  
Statistics of growth of junior colleges in Kansas.
1926. JOURNAL OF EDUCATIONAL RESEARCH, "Activities of Junior College Transfers," *Journal of Educational Research* (May 1931), XXIII, 428.  
Abstract of article by L. C. Gilbert in *Junior College Journal* for April 1931. Erroneously refers to the study as applying to Stanford University instead of to the University of California.
1927. JOURNAL OF EDUCATIONAL RESEARCH, "Reading Comprehension at the Junior College Level," *Journal of Educational Research* (May 1931), XXIII, 429.  
Abstract of article by F. C. Touton and B. T. Berry, in *California Quarterly of Secondary Education*, April 1931. See No. 1864.